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ELEMENTARY SYLLABUS IN ENGLISH LANGUAGE AND LITERATURE

	PAGE
Introduction	4
Composition course by grades.....	20
First year.....	20
Second year.....	24
Third year.....	30
Fourth year.....	37
Fifth year.....	44
Sixth year.....	52
Literature, grades 1 to 6.....	63
First grade.....	67
Second grade.....	70
Third grade.....	74
Fourth grade.....	78
Fifth grade.....	81
Sixth grade.....	85
Character of English instruction in the seventh and eighth grades.....	90
Oral and written composition, grades 7 and 8.....	93
Literature, grades 7 and 8.....	114

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THE UNIVERSITY OF THE STATE OF NEW YORK

1919

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ELEMENTARY SYLLABUS IN ENGLISH LANGUAGE AND LITERATURE

This syllabus is divided as follows:

Language and literature, grades 1 to 6 inclusive

Oral and written composition and corrective English.

Introductory statement of purposes and methods.

Outline of oral and written composition and corrective

English by grades, including a statement of aims and
minimum essentials for each grade and of the grammar
assigned for the sixth grade.

Book list for teacher of elementary composition.

Literature.

Introductory statement of purposes and methods.

Lists of books for class reading, memorizing, supplementary
reading and for the use of teachers.

Statement of relation between English instruction in grades 1
to 6 and 7 to 9.

Language and literature, grades 7 and 8

Oral and written composition and grammar.

Outline of oral and written composition by grades, including
a statement of aims and minimum requirements for each
grade.

Outline of grammar by grades

Literature.

Introductory statement of purposes and methods.

Lists of books for class reading, memorizing, supplementary
reading and for the use of teachers.

LANGUAGE AND LITERATURE, GRADES 1 to 6

INTRODUCTION

1 Oral Composition

The tendency in education has been to lay more stress upon written than upon spoken English. Since people talk more than they write, such a division of the subject is not consistent with the demands of society. A person who talks well can express himself well on paper, provided he knows the ordinary mechanics of writing. The reverse is not always true. Teachers should strive to develop in their pupils the desire to talk well and the ability to do so. *This can not be accomplished without constant attention to the subject in every class.* In addition to the opportunities for oral expression provided by other subjects, time for what may be called *oral composition* should regularly be taken from the periods assigned to English. The term "oral composition" as here used does not refer to sentences thoughtlessly thrown together in conversation. It refers rather to longer and more connected discourse, that is narratives, reproductions of stories, descriptions, explanations, arguments. Of the time assigned to composition in the various grades, the part devoted to oral composition should be approximately as follows:

First grade — seven-eighths or more

Second grade — four-fifths

Third grade — three-fourths

Fourth grade — three-fourths

Fifth grade — two-thirds

Sixth grade — two-thirds

Seventh grade — one-half

Eighth grade — one-half

A close relationship between oral and written composition should be maintained. Written composition should almost invariably be preceded by oral composition.

In conducting the work in oral composition, the teacher should have certain definite aims constantly in mind. These may be stated briefly as follows:

- 1 To give the child training and practice in connected speech.
- 2 To eliminate speech defects and to develop and improve articulation, enunciation and inflection

- 3 To eliminate common speech errors
- 4 To build up a vocabulary
- 5 To develop a respect for the mother tongue and a desire to use it well
- 6 To give greater opportunity for self-expression.

A child talks with most zest when discussing some subject of immediate personal interest. Hence it is desirable that subjects selected as topics for oral composition should be chosen from the child's experience. Among such topics are his surroundings, home, family, friends, games and toys. The industrial life with which he comes in contact, the milkman, postman, R. F. D. mail carrier, policeman, fireman, motorman, will supply excellent material for language work. The elementary problems in ethics, hygiene and good manners which he should consider, can and should be discussed in conversation lessons with his teacher. The experiences of the child should be supplemented by the experiences of others, gained from literature. The stories he hears or reads quicken his imagination, broaden his knowledge and supply him with literary models. In all this oral work, the teacher's aim should be to secure a genuine interest in the subject under discussion and to secure the voluntary participation of every pupil. The overtalkative child must be checked and directed, the timid encouraged, the indolent stimulated.

The pupil should be able to see a reason for his work in oral expression. The simplest means of accomplishing this is to provide him with an audience of his fellows whom he may entertain or inform, with whom he may share something that has interested him, or to whom he may offer his part of an argument upon some topic that is under discussion. His growing ability in oral expression should be utilized whenever possible in school exercises on special days and occasions, in club meetings, in making announcements in morning assembly, in assisting his teacher in the classroom by conducting some part of the lesson that is within his power and in other ways that will suggest themselves.

The sources of material for oral work are numerous. The following list is an addition to suggestions already made:

- Personal experiences
- Stories retold.
- Dramatization
- Language games
- Picture studies

Records of journeys

Legends and neighborhood traditions

Anecdotes, jokes, riddles

Original stories and poems

Topical recitations based upon geography, history, nature study

Current events

Reports of lectures, concerts, good moving pictures, school exhibits, holiday trips, the county fair

Socialized recitations.

Explanations of processes in manual training, domestic science, gardening or shop work

Descriptions

Arguments

Biographies ("My Favorite Hero")

Book reviews, given very simply to arouse in the audience an interest in the book discussed

The main difficulties to be met in teaching composition, oral or written, are the child's lack of something to say, his tendency to become confused and wordy and to ramble away from his subject, and his awkward and ungrammatical way of expressing himself. There should be careful preparation for a lesson in oral composition so that the pupil will be well supplied with ideas to express. The topics should be sufficiently limited so that the tendency to ramble away from the main thought will be avoided. The ungrammatical expressions will grow less only as a result of constant drill in the use of the correct form of any expression misused.

The correction of speech errors is a subject deserving serious consideration. Each teacher should make a collection of the errors in English made by her pupils and drill intensively against the most common of these, while correcting less frequent errors as they occur in individual cases. Since it is impossible for any one grade to do effective work in overcoming all types of errors, selection has been made for each grade. This list should be amended to suit the needs of the class and locality in which it is to be used. Mispronunciations should be corrected in the lesson period in which they occur but class instruction and drill should be given when an error is so common as to warrant this. The English club, spoken of later for upper grades, may be very helpful in the lower grades, also. The children should list the errors heard and the teacher work out the corrections.

Language games involving a frequent repetition of the expression misused are an effective means of correcting errors in grammar or pronunciation. For example, to teach the use of "I did" instead of "I done," one child is blindfolded or stands with his back to the rest of the room. Another child, signalled by the teacher, raps on desk. The blindfolded child says "Alice did that." The second child answers, "No, someone else did it" or "Yes, I did it," as the case may be. When a child is "caught," he takes the place of the one blindfolded. Several games may be devised for the eradication of one deeply rooted error. One game should not be played so constantly that interest in it is exhausted. Such games may be used in any grade where they are found effective but are best suited to grades below the fifth. (See *Language Games* by Myra King, and *Language Games for All Grades* by A. G. Deming.)

A correct form that needs repetition may be stressed in a story that is to be reproduced or in a dramatization. For example, in "The Three Billy Goats Gruff," the repetition, "Who is tripping across my bridge?" "It is I, little Billy Goat Gruff," may be utilized to emphasize a form often misused. Literature may be called in to help. Pupils may be asked to recall that Stevenson says "When I was sick and *lay* in bed," not "laid," and that he says "I *saw* the next door garden lie adorned with flowers before my eye," not "I seen."

In oral expression, as in other work, the pupil should be held responsible for what he has been taught in preceding grades. When, knowing the correct use, he makes an error in English, he should be held responsible just as strictly as he would be if he had made an error in multiplication or division. Children should be taught to admire fluent, graceful speech and to regard their individual errors in English as enemies to be destroyed. It is a good plan for a pupil in the grammar grades to keep a small notebook in which he records from time to time the correction of his personal errors in speech, as "I must say 'He doesn't'," "I must say 'ath-let-ics'; there is no 'a' after 'ath'." The creating of a critical attitude in the pupils will save the teacher many hours of labor.

Three points should be borne constantly in mind by the teacher of composition, oral and written: the necessity of eliminating unnecessary material, of including in the composition everything that is necessary, and of arranging material in proper order. Even in the second and third grades, the teacher, having assigned a sufficiently limited topic, must work for the strong opening and

closing sentences which will give balance to the recitation. The child should learn that what he has to say, and may later write, must have a well-defined beginning, middle and end; and in his striving to attain this ideal in his work he is conquering the problems of unity, coherence and emphasis before he has ever heard those terms applied to composition.

Dramatization is an activity which should be used constantly for developing ability in oral expression. The dramatic exercise as given in the classroom is not an end in itself. In stimulating originality and spontaneity of expression, in developing in the child the power to choose the words that will best fit a given situation, no exercise is better than the acting out of stories with which he is familiar. The teacher may tell or read the story. (It is better to tell it in the first and second grades.) The children should discuss the story and reproduce it. This may be done in more than one way. The story may be told in the form of the original as a personal experience of one of the characters, and so on. One child should not tell the whole story. When the pupils have the story well in mind, they may present the little play. They should arrange the stage themselves and should not be told what to say. The exercise should not be permitted to lose its spontaneity by too frequent repetition of the same material. Dramatization in varied form should be continued through all the grades. As the literature studied increases in length and complexity, parts rather than the whole story may be produced and an original or class composition play may also be used.

In class exercises in oral composition, pupils should criticize one another's work. Strong as well as weak points should be mentioned, the strong points being preferably given first. The pupil reciting may first of all be given opportunity to criticize his own attempt or he may be permitted to call upon the class for criticism and may justify himself against adverse criticism, provided he can give reasons for his opinion. Extreme courtesy should invariably be required. Pupils should understand that criticism of one another's work should be given to help and not to embarrass. The pupils in criticizing should follow a definite plan provided or developed by the teacher, who will at all times be the director and censor of the work. The following outline is suggestive:

Did the speaker stand well?

Did he speak clearly and not too fast?

Was his first sentence interesting? What made it so?

Did he end his talk definitely? If not, how could he have improved it?

Did he stick to his subject? If not, what was unnecessary?

What words or expressions did he use that were new or unusual?

Were these new or unusual expressions better than the commoner forms would have been?

What speech errors do you wish to correct?

Such an outline as the preceding may be used in the sixth, seventh and eighth grades and in a modified form in the fourth and fifth grades. If there is a blackboard in the front of the room, it is a good plan to place on it the outline to be followed by the class critics, while on a blackboard at the rear of the room or on posters faced by the speaker may well appear some suggestions for his benefit, such as the following:

Stand erect.

Speak distinctly.

Do not hurry.

Do not use too many *ands*.

Do not say "He says" for "He said."

The teacher should encourage constructive criticism. It is better to say "Tom should have said 'He doesn't'," than "Tom said 'He don't.'" She should commend generously whenever commendation is possible. If the recitation as a whole can not be commended, and the child has done his best, some detail will perhaps merit approval. As a rule, a recitation should not be interrupted except to correct a flagrant error, as continual interruption is exhausting and discouraging. Such an interruption should, of course, be made only by the teacher. Notes should be made of errors and these corrected after the recitation is completed.

Recitations of any length made to the class should be made from the front of the room and, since every recitation is an exercise in English, this rule should apply in other subjects as well as in English. The child's manner in taking his place and his standing position should be carefully observed. He should not be permitted to begin talking until he has reached the front of the room and has looked at his audience. He should pause definitely after finishing before taking his seat. If he is to remain before the class to ask for criticisms, he should pause definitely before asking for criticisms. During the oral exercise the teacher should sit or stand at the back of the room.

When the oral exercise is one of reproduction, different children should be called upon to tell parts of the story, if it is one of any length. One child should not be permitted to ramble on indefinitely while the others become bored and disorderly. Long stories should be avoided, especially with younger children. It is sometimes possible to adapt a long story to the needs of a class by leaving out parts and making slight changes. In cutting, the teacher must remember the prime importance of retaining unity and coherence.

The tendency of pupils to speak unintelligibly is usually due to self-consciousness. This condition will improve as oral expression becomes a matter of course and when the children find that they are actually talking to one another. Lack of clearness in speech is sometimes caused by a lack of knowledge of the subject under discussion, but this should not be the case in a class in oral composition since no child should be asked to talk on a subject with which he is not familiar. When pupils are asked to prepare outside of class for an oral exercise, as when each child tells a different story or reviews a different book, the teacher should require each pupil to submit in advance the name of his topic and a statement or outline of his intended discussion. This plan should be followed in all grades where any outside preparation for oral composition is made. Impromptu oral composition may sometimes be called for when some event of general interest has occurred and the children are "full of it," or when certain children in the class have had experiences which if related will be of value and interest to the others. However, the child who is to speak should always make a brief mental plan before he begins talking. Pupils should be warned against memorizing in preparation for an exercise in oral composition and should be advised to give the oral exercise several times to a listener, trying to give it a little differently each time.

Every effort should be made by means of proper breathing, vocal and other physical exercises, to improve and strengthen the organs of speech so that distinct enunciation and a pleasing quality of tone will result. This work should be done regularly with some well-defined plan. Speech defects should be corrected whenever it is possible. When a case requires more scientific care than a teacher can give, parents should be urged to seek special treatment. Defects of articulation carried into the fifth year of life are likely to crystallize and remain. The teacher should examine a pupil when he enters school, should make a list of the sounds which the child can not articulate properly and give him systematic drill in

the correction of these errors. Much of this correction may be accomplished by class exercises. In a large grade there will not be more than two or three who will need individual attention.

The enlargement of vocabulary is best accomplished by enriching the experience, interest and knowledge of the pupils. Terms used in connection with the various subjects he studies will be used by the child when he understands and can pronounce them. When the use of an incorrect or unsatisfactory word occurs in a recitation, a better one should be substituted by the teacher or classmates. The use of a word that is an addition to the class vocabulary should be commented upon and commended. In the story work, the teacher should call attention to valuable words and expressions and encourage pupils to use these in their reproductions and dramatizations. The children may be encouraged to keep lists of unusual words noticed in reading or in story telling. Later these may be used in their own work. Thus the vocabulary is increased in a natural way. The use of the dictionary should begin early and should be encouraged. Regular exercises in its use should be given in all grades above the fourth but children should be taught to use it as early as they are able to do so. If diacritical marks are not taught in connection with reading, they should be presented elsewhere early in the course. The use of pronouncing lists in readers, language books, geographies etc. should be begun as early as the fourth or even the third grade. It will be found worth while in the grammar grades in the interest of a broader vocabulary, and also in the interest of coherence, to give the pupils practice in using certain convenient phrases, especially of a connective nature. The following list is suggestive merely:

In connection
Therefore
For example
In general
Moreover
Nevertheless
Above all
Accordingly
As a result
On the contrary

On the other hand
It follows that
To be sure
As a matter of fact
Meanwhile
For that matter
Consequently
In the first place
Notwithstanding

An effort to secure equivalent connective phrases may be made a valuable exercise.

The memorizing of fine selections of prose and poetry, in addition to its value in other directions, teaches new words and supplies new forms of expression. Individual rather than concert recitation of memorized selections should be required. The concert recitation,

while sometimes desirable, tends to develop the "sing-song" habit in the pupils. Many selections are in themselves quite unsuited to concert recitation. In connection with the presentation of selections to be read for appreciation or memorization, the teacher will do well to read chapters 4 and 6 in *The Teaching of English* by Chubb, chapters 7 and 10 in *How to Study* by McMurry, and pages 92-95 in *The Teaching Process* by Strayer.

The teacher should at all times be keenly critical of her own use of English, remembering that a good example is invaluable. In requiring any type of oral work, she should be able to illustrate, and should so illustrate in advance, the type of expression that is required of her pupils. It is well to remember also that the less unnecessary talking the teacher does in all classes, the greater will be the opportunity of the pupils to develop their ability in the use of oral English.

2 Written Composition

Written language as studied in the elementary schools includes training and practice in composition writing and drill in the technicalities of written work. Under the latter head penmanship and spelling may be included.

Little original work in written composition should be attempted until the child has mastered the elementary technicalities. Until this is accomplished, he is too much hampered by the mechanical difficulties he must face to express himself freely. During the time when he is mastering the mechanics of writing, his work in oral language, while achieving its own immediate end, will be preparing him for his work in written composition. The child who is learning to speak in sentences may be easily taught later to capitalize the beginnings of his sentences and punctuate the ends.

The simple technicalities of writing should be taught early and thoroughly so that the child may, as soon as possible, turn his attention from the mechanism by which he expresses thought to the thought itself. Correct technic should be taught with the first lessons in written language but should be presented in small amounts and with much drill. A little well learned is infinitely more valuable than much half learned.

Aside from the difficulty of putting on paper what he wishes to say, the child is hampered in written composition exactly as he is in oral composition and the same remedies should be used. (See introduction to Oral Composition.) Oral preparation will provide the child with something to say. It should also provide him with

the desire to express himself in writing, while the use of good models written by others will add to this desire besides being helpful in other ways. A properly limited subject will prevent his topic from running away with him and constant oral drill will gradually eliminate those oral errors, notably the "run-on" sentence, which are so often continued in written composition.

There are three major points which should be constantly borne in mind by the teacher of composition: the necessity of eliminating unnecessary material, the importance of including all that is necessary, the arrangement of material in logical order. Pupils should be taught to plan their compositions carefully before writing them. These plans may frequently take the form of simple outlines, at first developed from the class, later prepared by the pupils, but always as the result of careful oral preparation. The use of the outline will help the child to locate the important points, to discard the unimportant and to arrange the whole logically.

Efforts should be made to develop good taste in the selection of topics for composition. A child should learn early that while all his experiences are interesting to him, not all of them are interesting to other people and that as he speaks and writes for others he must select material for composition with others than himself in mind. He may be intensely interested in the fact that he has a loose tooth but the class will not be, although they may become so if he will give a humorous account of how it was pulled out.

The work in composition should have some immediate value which the child can appreciate. Compositions may be read to the class in morning exercises or on special occasions. They may, when very good, be published in the school paper or perhaps in a local newspaper. They may be made into books to be used as Christmas or birthday gifts. The blackboard newspaper on which frequently appointed reporters record interesting items of school news provides good drill in writing brief statements with the main point emphasized. When the composition is in letter form, the letter should frequently be a real one, that is, one to be sent. The class may exchange letters with children in other schools in the town or in another town. They may write for catalogs which are needed by some department in the school. They may write to an absent member whose convalescence needs enlivening. Children should be trained especially in the various kinds of letters they will need to write, as informal letters of invitation and acceptance, letters of thanks for a gift or of appreciation after a visit, letters of excuse

after absence or for failure to prepare a lesson assignment, letters ordering articles of various sorts, of subscription for periodicals, of application for work.

The recognition of the sentence as a unit should be constantly emphasized. Children should be taught to regard a failure to begin and end a sentence properly as an "unpardonable error." The primary correction of this fault will come in the work in oral composition with the elimination of superfluous connectives and the development of the sentence sense. If this fault is found in written work, it indicates that the teacher has not given proper oral drill and possibly that she is not setting a good oral example.

The recognition of the paragraph unit should be carefully developed. This will come as a result of various oral exercises. Probably the most effective method of developing the paragraph sense is the telling of brief stories in which, without comment as to paragraphing, one child is permitted to tell one paragraph, another the next, and so on. Later in the course such a simple story may be outlined after being told, with one main topic for each paragraph, the topics being developed from the class. The story may be told again, following the outline. This may be done in any grade where the children are able to read the written outline. In the fourth or fifth grade, and above, the class may write the reproduction after giving it orally, indicating a new paragraph for each main topic in the outline. For this work, an effort should be made to select stories that will not require more than a short, two or three paragraph composition. Fables, historical and other anecdotes and episodes from longer stories may be used for such written reproduction exercises.

Emphasize early and often in oral and written composition the importance of strong opening and closing sentences. Attention may be given definitely to this point as early as the second grade. Beginning sentences may be compared as to interest. The class may supply sentences for a paragraph to be written on the blackboard, the best sentences being selected after discussion. Children will quickly see that a paragraph beginning "Yesterday I was going to school and I heard somebody crying" is less interesting than "A loud scream came from the mill pond," or that one ending "My mother did not like it because my new suit was spoiled" does not arouse the same response as "I will leave you to imagine what happened when I reached home." Pupils trained to discriminate in these points will not write letters beginning "As I have a little time

I thought I would write to you ” and ending “ This is all I think of now, so goodbye.”

As to correction of themes, oral preparation, a limited topic and short sentences in a short composition will do much to eliminate the types of errors commonly found. Children should be taught to read their compositions through several times before handing them in, looking first for one type of error, then for another. They should read their written efforts through aloud whenever these are prepared out of class. The ear trained by oral drill will detect errors that otherwise might pass unnoticed. The pupil may be permitted to make a rough draft which he may rewrite and correct before handing in as finished product, but papers should not ordinarily be rewritten for the teacher except as a punishment for slovenly work. While examining the papers the teacher should make note of the most common errors, later give a lesson or lessons upon the elimination of these and make the next written assignment one that will give the pupil practice in doing correctly what he has previously done incorrectly.

In indicating mistakes on papers, the teacher should not disfigure the child's work but should set an example of that neatness which she demands. The blackboard may be used advantageously for class work in correction.

When compositions are written in the classroom, the teacher should work with the pupils, since the best time to help the child is when he feels the need. The composition period is not a suitable time for the teacher to attend to other work. She should pass quietly from pupil to pupil, making suggestions and answering necessary questions. If a child asks for the spelling of a word, in a grade where dictionaries are not provided, the spelling may be written on the board to help the questioner and anyone else who may need the same word. All composition should be short. Brevity makes it possible for the teacher to give frequent assignments and to demand perfect work.

When compositions are read to the class by the writers, the other members of the class may be permitted to offer criticisms when a reading is over. The method of conducting such an exercise should be similar to that suggested in connection with the criticism of oral composition.

Dictation exercises should be given at regular intervals to test the pupil's power to use the technicalities that he has been taught and as a valuable aid in fixing those technicalities. Such exercises

should be carefully selected and prepared so as to give pupils exactly the drill they need. The exercise should always be of such a nature that the average child who has worked faithfully may, if he is painstaking, have a perfect paper, but it should be sufficiently hard to require thought and care. The element of amiable competition which enters whenever each member of a group is trying to do the same thing perfectly, adds zest to the exercise in dictation. While not imperative, it is usually a good plan to keep the dictation exercises in notebooks so that progress may be more carefully observed and weak points checked up. Dictation work at the blackboard is helpful in the lower grades. The use of the blackboard in the lower grades for the childrens' composition work should be encouraged. Dictation exercises should never be given aimlessly, as a means of filling in time. They should be corrected, with class discussion of reasons for correction. Weak points should be collected and their correction emphasized in class drill.

Copying is useful as an exercise in accuracy. As soon as possible, children should learn to look at the entire sentence and copy first one phrase or related group, then another. Later the whole sentence, unless exceptionally long, should be reproduced after one reading.

Good penmanship should be required upon all papers. Some uniform method of penmanship should be used in a school system and adhered to until the pupils have mastered it. There is no legitimate excuse except physical or mental defect for a child's writing illegibly. Some one good composition and letter form should be adopted and used uniformly throughout the system and a uniform system of grading papers is desirable. Such uniformity saves time for the teacher and avoids misunderstanding on the part of the pupil in cases of transfer from one school to another.

Errors in spelling are best eliminated by teaching the child the words he needs to know. The teacher should keep a record of the words that pupils miss in the spelling class and other classes and teach those words until the whole class can spell them. The early use of some of the excellent word lists prepared by authorities in this subject, notably the *One Hundred Spelling Demons* selected by Dr W. F. Jones from the Ayres List, will provide the pupil in advance with a knowledge of many of the words he is most likely to misspell. In the interests of a growing vocabulary, other words than those suggested above should be taught but it is futile to spend time on words the pupil is not likely to use. It should be borne in

mind that the vocabulary of an average eighth grade pupil contains less than 2500 words and that it is on those words, so far as they can be selected, that intensive work in spelling should be done.

The books given in the following list will be helpful to the teacher of oral and written expression :

- Axtell.** The Teaching of Literature
Bancroft. The Posture of School Children
Bolenius. The Teaching of Oral English
Bryant. How to Tell Stories to Children
Cabot. Ethics for Children
Chubb. The Teaching of English
 ——— Festivals and Plays
Cooley. Language Teaching in All Grades
Deming. Language Games for All Grades
Dewey. Talks on Manners
Evarts. The Speaking Voice
Goldwasser. Methods in English
Hilliard, McCormick & Oglebay. Amateur and Educational Dramatics
Hinsdale. Teaching the Language Arts
Hosic. The Elementary Course in English
Hutchins. The Children's Code of Morals
King. Language Games
Klapper. The Teaching of English
Leiper. Language Work in the Elementary School
Leonard. English Composition as a Social Problem
Lewis. American Speech
Lyman. Story Telling
Mackay. How to Produce Children's Plays
Mahoney. Standards in English
Maxwell, Johnson & Barnum. Speaking and Writing
McMurry. How to Study
 ——— Special Method in Language
Palmer & Sammis. Oral English
Phelps. Debaters' Manual
Scripture. Stuttering and Lipping
Sheridan. Speaking and Writing English
Strayer. The Teaching Process
White. Character Lessons in American Biography
Whitney. The Socialized Recitation
Woodberry. Dramatization in the Grammar Grades

Minimum Requirement

The term "minimum requirement" as used in the following outline should not be misunderstood. It indicates the *least* that should be accepted as satisfactory at the end of the specified year. The average child will be able to do more than the minimum and should be required to do so. The teacher should bear in mind, however, that a little well done is better than much done in slovenly fashion.

In connection with the quantity of work suggested in the minimum requirements, the teacher should not state to the pupil that he is to

give orally or in writing a specified number of sentences in composition, as this would tend to hamper him unduly and to destroy unity. The topic assigned should be such that the child in order to cover it suitably must give at least the number of sentences suggested in the minimum requirements. An exception to the above statement may be made in the first and second grades where the teacher, to encourage the slow thinker and check the overtalkative, may make occasionally some such request as the following, "Tell me three things about your garden."

The requiring of complete statements is valuable in developing the sentence sense and in giving children of foreign extraction exercise in the use of English. An exception to this rule may be made occasionally in the interest of a quick drill exercise but such exceptions should be rare, especially in the primary grades.

The statements with regard to the elimination of speech errors do not refer exclusively to those assigned by years in the syllabus but to those errors in each grade that, after a study of the class and of the syllabus, seem to the teacher especially to need correction.

The requirement with regard to the elimination of superfluous connectives does not mean that the proper use of connectives is to be discouraged. This use will develop gradually, largely through example.

Corrective English

Errors of expression in pupils' oral work should not be permitted to occur without correction. Experience has shown that such correction should be both incidental and systematic.

Incidental correction should be constant and should be as carefully followed up in any other class as in the English class. The teacher should remember that the spoken English of young children comes solely as the result of imitation. The teacher should also keep in mind that every exercise requiring spoken language should be a lesson in English. Judgment must be exercised by the teacher as to the amount of correction made and the method of doing it. The teacher must always be on guard lest the method of correction destroy the pupil's freedom of expression or interfere with his freedom of thought. If the correction of oral English is not wisely made, a condition of self-consciousness on the part of the child is likely to arise which will defeat utterly the aim of free expression and logical thinking.

No general method of incidental correction is prescribed. When the error is made the teacher may give the correct form, the pupil

repeating it, or the teacher may at times reserve a special part of the blackboard on which to place corrected expressions, leaving them for a time for pupils to observe and think about.

Systematic correction involves drill to eliminate common errors. By such drill the attention of the pupils is fixed on correct forms. One of the purposes of drill is to form habit, and to a great extent correct speech is a matter of habit.

The difficulty of prescribing for a large number of schools a fixed list of exercises for corrective English is obvious. The character of the errors differs in various parts of the State. While care has been taken to suggest only such corrective work as can be used most generally, teachers should see to it that no time is wasted on drill where it is not needed, and at the same time they should feel free to take up any other suitable corrective work that may be more needed.

Teachers of every grade are urged to become familiar with the corrective work outline for all the other grades. If an error whose systematic correction has been assigned to a lower grade is still prevalent in any grade, it should be treated in this grade as a part of the work of the grade. Some errors require treatment throughout the entire elementary course. Prevalent errors assigned to higher grades for systematic correction should be treated incidentally whenever they occur.

COMPOSITION COURSE BY GRADES

First Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year.

*Aims**Oral*

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

3 To make a beginning in securing the sentence sense; that is, to make the child feel the termination of an expressed thought.

4 To eliminate the speech errors assigned for consideration in this year.

5 To require complete statements.

Written

There will be no written composition in the first year except as it is correlated with reading in word and sentence building, aside from the copying of occasional short sentences by the end of the year.

Minimum Requirements

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Two short, simple sentences on a familiar topic, given without direct aid, and without errors of any kind.

Sources of material:

Daily life of the child

Stories

Nature study

Picture study

Fables

Ethics, hygiene, good manners

Language games

Dramatization

Memorizing of prose and poetry

2 The recitation from memory,
with clear voice and pleasant ex-
pression, of two selections mem-
orized during the year.

Oral Composition — First Half Year

Begin oral work with conversation. Encourage spontaneous self-expression. Use topics related to child's daily experience. Later in the term use, in addition to conversation, oral reproduction of short, simple stories. (For suitable examples, see list of stories suggested for this grade.) Longer stories, involving repetition, such as "Chicken Little" and "The Gingerbread Boy," are good because they develop the sense of order while keeping up the interest by means of the successive additions. One child should not as a rule tell the whole story in reproduction. Different children should tell parts. Work for orderly arrangement of material and for an unconscious recognition of the sentence unit. There should be much dramatization of a free and informal type. The dramatization of nursery rhymes and poems should be followed by more ambitious attempts. Drill daily to correct speech defects and to improve voices.

Opportunity may be given in oral composition for the play of imagination. A child may imagine that he is a rose, an apple, a kitten, a mouse, and tell his story.

In the conversation lessons, ethics, hygiene and good manners should be taught. The lessons in good manners may be worked into games and dramatizations, and may be taught in connection with school social affairs as when visitors come to the classroom or when one grade visits another.

In correcting common speech errors, the teacher should at first simply and pleasantly substitute the correct form for the pupil's repetition. Later, drills should be given in the use of the correct expression. The type of language game illustrated in the introduction is especially effective in securing the repetition of the correct form desired.

Complete statements should be required in answer to questions, superfluous use of connectives should be discouraged, and, in every possible way, the child should be brought to recognize the sentence unit — to feel the termination of his spoken thought. To avoid monotony in sentence structure, pupils should be taught the use of question and exclamation.

When memorizing, pupils should learn the name of the selection and of its author and give these before reciting the selection. The poem or bit of prose should be presented as a whole and any unfamiliar words or expressions made clear before the memorizing begins. Expression will come in this grade largely through imitation of the teacher. Exaggerated expression in the teacher's reading is frequently advisable in order to encourage full understanding and expressive reading by the children. The victrola and pictures will help to bring out the thought. The children should feel that it is only courteous, when repeating a selection, or reciting at any time, to speak clearly and to look at the listeners.

Written Composition — First Half Year

(Written composition may be postponed entirely until the second year if desired.)

Pupils may construct words with letter cards and later, with letter or word cards, simple sentences connected with their reading lessons. These words and sentences should follow the teacher's blackboard model. Pupils should use capitals and closing marks of punctuation as in the model. They should learn to write their names.

By the end of the first half year the pupils should be familiar with the following technicalities:

1 Capitals

Beginning of sentence

Name of pupil

Word *I*

2 Punctuation

Period at end of statement

Period after middle initial of name

Oral Composition — Second Half Year

Introduction and outline for first half year should be read.

To a greater degree than in the first half, the child's observation and knowledge may be drawn upon for topics of conversation. More work in reproduction should be given. From telling short,

simple stories with a definite beginning, middle and end, the child will begin unconsciously to develop a paragraph sense. By means of perception or flash cards such as are shown in reading or number work, and by other devices, new words acquired should be kept in the child's vocabulary.

Written Composition — Second Half Year

Continue work of first half year. A sentence made with cards may be written on the blackboard by the pupil. Children may dictate sentences of a "story," which the teacher may write on the board for them to read. By the end of the year they may copy a few sentences from the blackboard on wide-spaced paper. Each child should learn to write his own name and address; for example

Harold R. Smith

1028 Main Street

Hilton, New York

By the end of the year the pupil should have learned the following technicalities:

1 Capitals

Names of persons

2 Punctuation

Question mark at end of question sentence

Types of Composition

These type compositions are merely illustrative. They should not be used in any way for classroom work.

Oral

I like to help my father. I helped him in the garden yesterday.

Little Miss Muffett was eating her supper. A spider came along. Miss Muffett was afraid. She ran away.

Mr Spencer is our postman. He wears a grey suit. He brings letters.

I have soft fur. I have sharp claws. My eyes shine in the dark. I like to eat mice. What am I?

Written

Examples of dictated and copied exercises:

1 A dog chased a cat.

The cat was afraid.

- Tom came out of the house.
 He picked up the cat.
 The dog ran away.
 2 The squirrel found some nuts.
 He hid them in a tree.

Corrective English — Grade 1

Drill upon the correct use of the following forms:

come	came	have come
do	did	have done
go	went	have gone
see	saw	have seen
give	gave	have given
sit	sat	have sat

Drill upon *there was for they was; there is for they is*.

Correct the use of the double negative.

Teach the order of the first pronoun as last in a series.

Drill upon the correct forms for the following:

My dog he ran.

I hadn't nothing to do.

Gimme for give me.

I seen.

Drill upon the pronunciation of *what, why, which* etc., also on *catch, can, was, eleven*.

It is suggested that the drill on correct word forms may often be worked out best by means of games. Suppose the teacher desires to teach the use of the first person pronoun last in a series. One child covers his eyes. Two others sitting next to each other knock lightly on their desks. The first pupil opens his eyes and asks: "John, did you and William knock on your desks?" "No, William and I did not knock on our desks." The pupil then asks, "Mary, did you and Emma knock on your desks?" "Yes, Emma and I did knock on our desks."

Guessing games may be worked out by the teacher to give drill on several of the forms listed above.

Second Year

The introductory sections on the teaching of composition and corrective English (page 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study

Note: Such an exercise may be in the nature of a continued story and need not be entirely copied at one time.

for this year. Teachers should familiarize themselves with the outline for the first grade.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

3 To require complete statements.

4 To eliminate the speech errors assigned for correction in this year and to emphasize the correct forms drilled upon in the preceding year.

5 To require equally good English in all subjects.

6 To continue the development of the sentence sense with special reference to the elimination of the superfluous use of *and, then* and *so*.

7 To inculcate the habit of preceding oral recitation by a moment's silent thought.

8 To cultivate the desire to speak well.

Written

1 To teach the technicalities of writing assigned for this year.

2 To develop the power to write correctly a few short related sentences on a familiar topic. Such writing will follow careful oral preparation. The sentence sense should carry over from oral to written composition.

3 To insist on neatness and careful arrangement.

Minimum Requirements

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Three short sentences on a familiar topic, given without errors of any kind.

2 The recitation from memory, with distinct tones and in-

1 The writing without mistake of two short, simple sentences on a familiar topic, without the teacher's direct help but under her supervision.

Oral

telligent expression, of any two selections of moderate length memorized during the year.

Written

2 The copying without mistake of a paragraph of four short sentences written on the blackboard.

Sources of material:

See first year.

Ways in which a child may be a good citizen:

a By being kind

b By being courteous

c By taking care of school property

Oral Composition — First Half Year

See outline for first year.

There should be much dramatization. (See page 65, literature section.)

Continue work in memorizing. There should be frequent opportunity for recital of selections memorized, with much attention to expression and quality of voice.

Continue language games, inventing new ones when necessary, for correction of common errors of speech. (See introduction to oral composition.) Some such corrective drill should be given every day.

When stories of any length are being reproduced, assign topics, if possible, so that one child may give the content of one paragraph or one event of a story; another that of a second and so on, thus further developing an unconscious paragraph sense. Afterward, if the story is not too long, one child may tell it all or one child may be asked to give two or three events or parts, another two more, and so on.

In this as in every other grade oral work must precede written work.

In all oral work there should be a constant effort to eliminate superfluous connectives and in every way to avoid the "run-on" sentence.

Written Composition — First Half Year

In review, children should first copy sentences suggested by reading or language lessons from the teacher's model on the blackboard. Later pupils may dictate sentences suggested by an oral exercise, to the teacher, who will write them on the blackboard. These may

be copied. If there are several sentences, the teacher should group them in paragraph form with the first word indented and they should be copied in that way.

As an extension of the work pupils may be asked to make sentences independent of a model. These may be reproductions from memory or original. The teacher should guard against incorrect spelling by writing on the board any unfamiliar word that she thinks the pupils may need. When the child has written his sentences, he should look his work over, first, for omission of words; second, for incorrect capitalization; third, for incorrect spelling.

Technicalities:

1 Arrangement

- a One-inch margin at left of paper (ruled margin lines should not be used).
- b One-inch indention for paragraph beginning.
- c Heading for written papers

2 Language

a Capitals

Word *O*

Days of week

Months of year

First word of line of poetry

b Punctuation

Period after abbreviations and initials

Marks used in school heading of written papers

c Abbreviations

The state, the months used by pupils in their writing

Oral Composition — Second Half Year

Continue the work given in the first half year. The pupils should show a decided advance in coherence and in ability to keep to the topic and to observe time sequence. In this as in preceding grades the child should be given an opportunity to invent. Pictures will be an admirable aid in the oral inventive work. Only worthwhile pictures should be used. Those showing life and action are to be preferred.

There should be much reproduction. For suggestions as to the method, see introduction and the outline for first year. When pupils are arranging in logical order the parts of a story, they are taking the first step toward paragraphing.

Written Composition — Second Half Year

The written work, as in all grades, should be preceded by thorough oral preparation. At first children will copy from the blackboard their own original sentences written there by the teacher or will copy other exercises in prose or poetry assigned by the teacher. Original sentences should be on a related topic and should, with the children's help, be arranged in logical order before they are copied. In writing models on the blackboard the teacher, mindful of her example, should indent the first word of each paragraph and should indent the first word of a sentence if it is written alone and on two lines. She should be careful to indent the end of a line of poetry when the line occupies more than one line of space on the blackboard.

Wrong:

I have a little shadow that goes in and out
with me,
And what can be the use of him is more than
I can see.

Right:

I have a little shadow that goes in and out
with me,
And what can be the use of him is more than
I can see.

Later, children may write short exercises in reproduction following oral reproduction and finally original sentences on a topic previously developed. They should be aided by a suggestive word outline. Not more than four or five sentences should be required.

Very simple exercises in dictation should be given to provide drill in the use of technicalities that have been taught.

The respect for the sentence unit inculcated in the oral lessons should carry over into the written work.

Technicalities:

1 Arrangement

- a* Approximate half-inch margin at the right
- b* Paragraph form (learned by imitation)

2 Language

- a* Capitals
- Places
- Name of school

b Punctuation

Apostrophe in possessive words in the singular number

c Abbreviations

Av., St.

Types of Compositions

These type compositions are merely illustrative. They should not be used in any way for classroom work.

Oral

I have a pet cat. My cat's name is Pedro. He has black fur.

I am round and brown and hard. There is a picture on me. There is some printing on me too. I often live in people's pockets. What am I?

I wash my teeth three times a day. I want to have good clean teeth. My toothbrush has red stripes on the back and my brother's is white. Mother bought them like that so we would not get them mixed.

Peter Rabbit was naughty. He ran into the garden. Mr McGregor caught him, but he got away. He ran home. He was sorry he was bad.

Written

I have a dog.

He follows me to school.

My name is Mary Smith. I was born in Elmsford. I am seven years old. I live in Anderson Park. I am in the second grade of the South Side School.

Corrective English — Grade 2

Drill upon the forms

lie	lay	have lain
speak	spoke	have spoken
teach	taught	have taught
ring	rang	have rung
swing	swung	have swung

Drill upon the use of *can* and *may*.

Drill upon *am, is, are, was, were*, with personal pronouns in all persons. Drill especially on *you were*.

Teach the correct use of *burst*.

Drill upon the correction of

Brung for *bring*

Et for *ate*

Drill upon the correct forms for the following:

May, Jane and I we ran.

Yes ma'm.

I dunno.

5 goes into 10 twice.

Are they any school?

Ain't got none.

He buyed some candy.

She do that.

Hurted.

Drill upon the pronunciation of *for*, *from*, *picture*, *something*, *often*, *figure*, *because*, *chimney*, *children*, and common words ending in *ing*.

Third Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

3 To require complete statements.

4 To eliminate the speech errors assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

5 To require equally good English in all subjects.

Written

1 To teach the technicalities of writing assigned for this year and emphasize those taught in preceding years.

2 To develop the power to write correctly a few short related sentences in paragraph form.

3 To insist on neatness and good arrangement.

Oral

6 To continue the development of the sentence sense with special reference to the elimination of the superfluous use of *and*, *then* and *so*.

7 To inculcate the habit of preceding oral recitation by a moment's silent thought.

8 To cultivate the desire to speak well.

*Written**Minimum Requirements*

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Four short related sentences on a familiar topic arranged in logical order.

2 The recitation from memory, with distinct tones and intelligent expression, of any two selections of moderate length memorized during the year.

1 The writing without error of three short related sentences arranged in paragraph form. The work should be done without the teacher's direct help but under her supervision.

2 The copying from the black-board without mistake of (a) a simple paragraph of five short sentences, (b) four consecutive lines of poetry selected from the course for this year.

Sources of material:

See preceding years.

Ways in which a boy or girl may be a good citizen:

- a Good citizenship at school and at home
- b Proper conduct in public places
- c Observation of safety-first rules
- d Observation of sanitary rules

Topical recitations upon subjects chosen from other studies

Picture study

Reproduction of stories and poems

Original stories and poems

Anecdotes, jokes, and riddles

Report of local events
 Dramatization
 Memorizing
 Language games

Oral Composition — First Half Year

Whenever possible, fit the oral expression lessons to special occasions; as, Columbus Day, a picnic, a circus parade, clean-up week etc. The work in language should be so planned that it is in keeping with the season of the year and with the spirit that characterizes that season.

Courtesy may be taught or emphasized by the dramatization of imaginary incidents or situations; as, child receives caller and goes to tell mother of caller's arrival, returns to tell caller whether or not mother is at home, etc.

Conduct the oral exercises economically as to time, so that each child may make his contribution. Commend the use of an effective expression or of a new word well used. Topics should be fewer and more thoroughly treated than heretofore.

Continue developing an unconscious paragraph sense in the reproduction of stories, event by event. Encourage the use of varied terms to avoid repetition. Children will begin to observe when one word is used too often. Socialize the recitation.

Only such stories should be chosen for reproduction as the children have enjoyed. If a pleasing story is too long for satisfactory reproduction by the children, the teacher may tell the less interesting parts and allow the different children to tell the interesting events. It is well, as a rule, to allow a day to elapse between the reading and reproducing of a story, so that there may be time for its discussion and resultant fixing in the children's minds.

There should be continued effort to develop and fix the sentence sense. The "run-on" sentence should not be permitted. Pupils will have begun to develop some ability to use proper transitional and connective words through imitation, but there should be no striving after long sentences. The short, accurate sentence is the only safe medium of expression in this grade. This does not mean that a child who has exceptional ability in oral expression should be discouraged.

Continue drills for correct articulation and enunciation. Give individual attention to speech defects not reached by class drill. Insist that children open their mouths well when they speak.

Written Composition — First Half Year

Continue the work in copying from the board groups of sentences based on oral composition. There should be class discussion as to orderly arrangement of such sentences. Children should consciously strive for strong opening and closing sentences.

Sentences written on the board as suggested above may be covered and used as a dictation exercise. There may be also other simple dictation exercises to test technical accuracy. These should not involve problems with which the children are not familiar.

A short story used for oral reproduction or an event of a longer story so used may be reproduced in writing. At first the sentences may be dictated by the pupils and copied from the teacher's model on the blackboard; later the children may write the story or event from a suggestive outline.

Some writing from memory should be done. When parts of poems are so written, great care should be taken to observe the proper technical arrangement of the verses. Only a small part of a poem should be assigned at a time to be written from memory, and the pupil should not attempt to write this without having previously observed a properly written model.

The "run-on" sentence should be constantly discouraged.

Technicalities:

1 Arrangement

- a* Leave blank the last line on a written page
- b* Leave line vacant between title and composition

2 Language

a Capitals

Holidays

Initials

b Punctuation

Period after abbreviations

Hyphen to separate syllables of a word broken at the end of the line. (Pupils should be warned *never* to divide a word unless sure of the syllables)

c Abbreviations

Days of week

Months that have not been already taught

Measures used in number work

Oral Composition — Second Half Year

The work of the first half year should be continued, with some increase in difficulty. The child's vocabulary should show growth. In connection with the telling of jokes and humorous anecdotes, as an oral exercise, the sense of humor may be developed and directed. Consideration of the feelings of others should guide the child when he selects a funny story to tell.

Written Composition — Second Half Year

Continue the work of the first half year with a slight increase in difficulty in matter presented and work assigned.

Copying, dictation and writing from memory should be continued.

In connection with reproduction, words new to the class should be emphasized. They should be placed on the blackboard and pupils should be encouraged to use them in their oral and written work.

A long story containing a series of easily remembered events may be reproduced by separating the class into groups and allowing each group to write a part of the story. Outlines or guide words should be used as aids in all reproduction exercises.

The oral language stories suggested by pictures will furnish good material for original stories in writing. When the pupils have developed a topic in conversation, they may make an original written contribution to the topic. The teacher may help them by a simple outline but this does not need to be done invariably.

Very simple letters, omitting the heading, may be written if the class seems well advanced. As a first step children should copy short model letters (see fourth year).

In all spoken and written work the sentence unit should be guarded with care. The teacher should by example and illustration demonstrate to her class the proper use of subordinate and other connectives. She must bear in mind, though, that a short sentence, however choppy, is better than a "run-on" sentence.

In this and all other grades where written work is done, the pupils should examine their individual written work, first for one type of error, then for another, before handing it in.

Much use should be made of the blackboard. On some occasions, when a composition is to be written cooperatively on the blackboard, each child may write his own contributed sentence, waiting when he finishes for criticism from class and teacher. As another exercise, each child in the class may write on the blackboard two or three related sentences. Later he may give to the class the reason for each capital and punctuation mark that he has used.

Technicalities:**1 Arrangement**

- a* The salutation, body and conclusion of a friendly letter
(may be given in this grade, but not required)

2 Language*a* Capitals

Salutation and conclusion of letter (see note above)

b Punctuation

The apostrophe in contractions

- c* Abbreviations and contractions Rev., R. F. D., Co.
(county), don't, doesn't, can't, won't, hasn't, haven't,
aren't, didn't

Types of Compositions

These type compositions are merely illustrative. They are not designed to be used in any way in the classroom.

*Oral***My Doll's House**

My doll has a little house. It has a bedroom with a bureau and washstand. It has a kitchen, too. There are dishes in the kitchen.

My Dream

I dreamed I was a kite. I flew and flew up into the air. I did not have any string fastened to me. At last I bumped into a star. I was afraid of it so I flew home.

A Funny Story

Yesterday my mother was cutting bread. She was going to make sandwiches for the Grange picnic. My little brother was watching her. He said, "Why, mother, you have unloafed a whole loaf of bread."

How I Made a Calendar

I gave my mother a calendar for Christmas. I made it out of red construction paper. I cut out two little green paper Christmas trees and pasted them near the top. The calendar part was below the trees. I punched two holes above the trees and ran green ribbon through to hang it by.

*Written***The School Clock**

I am a clock. I am busy all the time. I sit up over the teacher's desk and watch the children. When they go home I am lonely.

Safety First

When I was in the second grade I used to come upstairs on the wrong side. I thought it did not matter. One day a big boy was coming down fast. He ran into me and knocked me downstairs. Now I come upstairs on the right side.

Corrective English — Grade 3

Drill on the forms

sing	sang	have sung
bite	bit	have bitten
tear	tore	have torn
buy	bought	have bought
hear	heard	have heard
take	took	have taken
give	gave	have given
begin	began	have begun

Distinguish between the use of *bring* and *fetch*, *to* and *at*, *mad* and *angry*, *mend* and *fix*, *sit* and *set*.

Drill upon the subject of sentence in answer to questions to correct such expressions as "Who did it? Me."

Drill upon the correction of such expressions as "Her and me is here."

Drill upon the use of *at* for *to* after *was* to correct such expressions as "I was to the beach."

Drill upon the use of *don't* and *doesn't* to correct such expressions as *it don't*, *she don't*, *he don't*.

Drill upon the correction of

Wanter for *want to*

Them for *those*

Slung, *trun* or *trung* for *threw*.

Drill upon the correction of the following:

Tain't no good.

He don't wants to go.

Me no got.

Hissself.

He is all better.

His'n, her'n, your'n.

Boys has.

Is we goin'?

I ain't done.

I ain't doin' nuthin' to you.

I don't hit nobody no more.
 He went an' hit me.
 She has been and took my paper.
 She didn't came.

Drill on the pronunciation of *hundred, every, umbrella, handkerchief, vegetables, apron, February, such, can't, new, across, yesterday, diamond, Tuesday*.

Fourth Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete statements.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To develop the sentence sense and discourage the superfluous use of *and, then* and *so*, but with a definite effort to secure proper transition as a means of increasing fluency.

Written

1 To teach the technicalities indicated for this year and emphasize those taught in preceding years.

2 To strengthen the sentence sense by the frequent writing of short paragraphs made up of short, well-constructed sentences.

3 To develop the ability to write a familiar letter.

4 To insist on neatness, proper arrangement, good penmanship and careful spelling in all written work.

Oral

7 To strive for an orderly arrangement of sentences in oral composition and for a definite beginning, middle and end.

8 To cultivate the desire to speak well.

*Written**Minimum Requirements*

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Five well-constructed sentences on a familiar topic, given without error and so arranged that if written they would form a paragraph.

2 The recitation from memory, with clear, distinct tones and intelligent expression, of any two selections of moderate length memorized during the year.

1 The writing without error of five well-constructed sentences related to a familiar topic and arranged in paragraph form. The work should be done without the teacher's direct help but under her supervision.

2 The writing without error of a short, simple, friendly letter.

Sources of material:

See third year

Good citizenship [See the outline of "The Good American" as given in *The Children's Code of Morals* by Hutchins]

Obedience, service, self-control, courtesy

Model letters

Oral Composition — First Half Year

As the work in English is cumulative, the teacher of each grade should familiarize herself with the work of the preceding grades. There should be no formal review in oral expression, but the pupils should be held responsible for what they have been taught. They should now consciously recognize the sentence as the unit of expression.

There should be much oral expression of information gained in reading and study. In connection with letter writing, to which much attention should be given in this grade, there should be oral lessons based upon the proper addressing, sealing and stamping of

an envelop, the work of the postmen and postal clerks, the dead letter office, etc. "The Experiences of a Letter" may be given orally and in writing. Read "How the First Letter Was Written" from Kipling's *Just-So Stories*.

In connection with the invention of original stories, pictures may be used as in preceding grades. A group of suggestive phrases written on the blackboard by the teacher will produce interesting results; for example, *a rainy day, a mud puddle, a little boy, a slash, a howl*; or, *an icy sidewalk, a timid old woman, a kind boy a helping hand, the woman's gratitude*.

Watch for new words and encourage their use in the pupil's vocabulary. Some drill in the use of synonyms should be given.

The sentence sense should constantly be developed. As an exercise the teacher may give, orally, a group of words, and require pupils to tell which are sentences and which are not. Pupils may make sentences by completing the incomplete groups. A game may be played in which a child gives a group of words and asks another child to tell whether or not it is a sentence and why. Pupils should be able to tell whether or not the answer is correct. For such an exercise as this the class may be divided into two competing teams.

Continue work in elimination of common errors by means of games, rhymes and drills. Posters may sometimes be used effectively to keep before the children's eyes the correct form. Give special attention to the elimination of superfluous introductory words; as, *now, why, say, listen*.

Continue vocal drill and memorizing.

Written Composition — First Half Year

See suggestions for third year. The various types of composition suggested for the third year should be continued in the fourth year with some increase in difficulty. Letter writing should be thoroughly taught at this time. A model friendly letter, short and absolutely correct, should be written upon the blackboard. After discussion of its various parts the children may copy it. After several exercises of this sort, these same letters may be dictated to the pupils to give them further drill and to test their knowledge of the form.

When the letter form has been memorized, the writing of original letters should begin. Topics supplied should be interesting and related to the life of the child.

The paragraph should be discussed in connection with some of the selections in reading. Pupils should note its form and select the topic. Their work in oral reproduction, if properly conducted, will be steadily developing the paragraph sense. They may be asked to copy short selections of more than one paragraph, observe the form, and select the topics. They should note strong opening and closing sentences and strive to secure these in their original written work.

Continue exercises in copying, dictation and writing from memory. In taking dictation pupils should not be allowed in this or any grade to form the habit of asking to have a dictated sentence repeated. Dictation exercises may be written on the blackboard and studied with special attention to difficult points. A map may be drawn down over the exercise and pupils asked to write it from the teacher's dictation. When the map is withdrawn, the pupils may examine their papers for errors and discuss these with the teacher, who will emphasize the important points in the exercise. Pupils may sometimes exchange papers for correction. Dictation for drill purposes should be given at least once a week.

In the fourth year much more of the criticism than formerly should come from the pupils. The children must learn to criticize helpfully and to accept criticism courteously and receptively.

Much use should be made of the blackboard for correction of errors in written composition. Pupils should continue writing short themes of a few sentences on the board. (See third year).

Technicalities :

1 Arrangement

a Parts of a letter

One-inch margin

One-inch indention

Begin heading and complimentary close near middle of page

Begin signature a little to the right under complimentary close

Begin second and third lines of heading a little to the right of the line above

Begin salutation one inch from edge of paper

b Superscription of an envelop

2 Language

a Capitals

Heading, complimentary close, superscription of envelop

First word of quotation

b Punctuation

Marks used in heading and superscription

Quotation marks

Commas with direct quotation

Apostrophe in plural possessives

c Abbreviations

No., R. R., Jr., Sr., Co. (company), and any others pupils need to use.

d Contractions

Isn't, wasn't, I've, wouldn't, couldn't, and others in common use.

Oral Composition — Second Half Year

See first half year.

In addition to less formal work, one period a week should be devoted to formal talks in which the speaker should address the class. The subjects of the talks may be short stories from the literature of the grades, current events, humorous anecdotes, etc. These formal talks need not be given invariably in the English period. They offer excellent opportunity for review in geography or nature study and may be used to provide entertainment in morning exercises. The pupil must not memorize what he is to say, but may be permitted to memorize his closing sentence to prevent a weak ending. The criticism of this work should come largely from the pupils. (See introduction) Such general statements as "She did very well" or "It was a good story" should not be accepted, unless accompanied by reasons. Criticism must be definite.

Written Composition — Second Half Year

Continue the work of the first half year.

Blackboard drill in simple paragraphing should be given. Paragraphs that have been written on the blackboard may be copied.

Later the same paragraphs may be written from dictation to test the ability to note the beginning of a new paragraph.

Technicalities :

i Language

a Capitals

In titles of all sorts

Words referring to the Deity

b Punctuation

Comma after words *yes* and *no*, when used as part of a sentence

Comma or commas with name of person addressed

c Abbreviations

Gov., Gen., Capt., Lieut., Hon., and any others needed

Types of Compositions

These type compositions are merely illustrative. They are not designed to be used in any way in the classroom.

Oral

A Polite Pony

Once I was going for a walk. I saw a pony by a house. I gave him a piece of my apple. After he had eaten it he bowed his head. I think he meant, "Thank you."

The Sahara Desert

The Sahara desert is very hot and dry. It is in the northwestern part of Africa. Some parts of the Sahara are level and other parts are rough and stony. In some places the wind blows the sand into the hills. When people go across the Sahara they travel on camels.

A Holiday Trip

On Columbus Day my father took Harry and me to Bronx Park. We took our lunch so that we could spend the day there. We walked around for a while. Then we ate our lunch in a pavilion.

After that we went to see the animals. I liked them best. We saw lions, tigers, bears, camels, elephants, and a good many other kinds.

We saw a keeper feed the lions and tigers. He gave them big pieces of meat. The lions roared. One lion was sick. He didn't eat anything. The keeper said he was very old.

A Better Speech Jingle

It makes our teacher almost faint
To hear the children saying "ain't."

Written

A Letter to a Sick Friend

28 Linton Place
Westfield, New York
May 15, 1918

Dear Harry:

We are very sorry you are sick. We miss you at school. Your mother said I might come to see you Saturday. I will bring you some oranges and the new *St Nicholas*. Perhaps Ted will come with me.

Your friend
Tom

My Favorite Story

My favorite story is *Pinocchio*. Pinocchio was a kind of wooden doll, but he could move and talk like a live boy. He was full of mischief. Once when he was naughty his nose grew very long. He had a great many adventures and trials. At last he learned to be kind and good.

Corrective English — Grade 4

Drill upon the forms

lend	lent	have lent
blow	blew	have blown
freeze	froze	have frozen
burst	burst	have burst
rise	rose	have risen
shake	shook	have shaken
drown	drowned	have drowned
go	went	have gone
shine	shone	have shone

Distinguish between

Learn and *teach*

Sit and *set*

Says and *said*

Drill upon

I wish, not *I wisht*

Different from, not *different than*

Somewhere, not *someplace*

Drill upon the use of *well* and *good*. "He did it *well*," not "He did it *good*," etc.

Drill upon the use of *to*, *too*, *two*.

Drill upon the correction of:

Fired for *threw*

They are for *there are*

Git for *get*

How much for *how many*

Clim for *climbed*

Heared for *heard*

Are for *our*

Agin for *again*

Drill upon the correction of the following:

Hadn't ought to

I have got

I got it off John

First off

Take a hold

This here and that there

Hain't got

Are youse

East from

Larger'n, longer'n

I bought me a hat.

My pen point is busted.

I told him if I could go

I'll make him take one for

I'll let him take one.

Me and him has got to go to church.

Drill on the pronunciation of *quiet*, *height*, *grocery*, *column*, *geography*, *arithmetic*, *quantity*, *learned*, *arctic*, *kettle*.

Fifth Year

The introductory sections on composition and corrective English (pages 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

*Aims**Oral*

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete statements.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To develop the sentence sense and discourage the superfluous use of *and*, *then* and *so*, but with a definite effort to secure proper transition as a means of increasing fluency.

7 To continue emphasizing orderly arrangement of sentence material with much attention to developing ability to stick to the point and to show a definite beginning, middle and end.

8 To cultivate the desire to speak well.

Written

1 To teach the technicalities assigned for this year and emphasize those taught in preceding years.

2 To insist upon neatness, good arrangement, good penmanship and correct spelling in all written work.

3 To continue developing the ability to write a simple friendly letter.

4 To develop the ability to write a short, simple business letter.

Minimum Requirements

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 A spoken paragraph of six well-constructed sentences on a familiar topic, given without error. The sentences should be arranged in logical order and the whole should show a definite beginning, middle and end.

2 The recitation from memory, with clear, distinct tones and intelligent expression, of any two selections of moderate length memorized during the year.

1 The writing without error of six well-constructed sentences arranged in paragraph form. The sentences should be in logical order and the whole should show a definite beginning, middle and end.

2 The writing without error of a short, simple, friendly or business letter.

Sources of material:

See preceding years

Good citizenship [See the outline of "The Good American" as given in *The Children's Code of Morals* by Hutchins]

Moral and physical courage

Literature, history, geography, nature study, physiology

Descriptions of pictures, persons, objects

Explanations of processes in manual training, domestic science, gardening

Reports of lectures, concerts, good moving pictures

Humorous anecdotes

Current events

Original stories and poems

Dramatizations based on history, literature, imaginary events

Biographies ("My Favorite Hero")

Arguments

Model letters and paragraphs

Oral Composition — First Half Year

In this grade as in the fourth, there should be in addition to other oral expression, one period given weekly to formal oral work. In this period the pupil should be required to speak at some length with the idea of conveying some message to his classmates. Such exercises may take the form of personal experiences, anecdotes, current events, explanations of processes used in manual training or elsewhere, topical recitations in history or geography, etc. These should be of such length that judgment can be passed upon their form, content and effectiveness. Such work should be assigned and

prepared in advance. The recitation should, when the nature of the assignment makes it possible, follow a brief suggestive outline provided by the teacher or developed from the class. The same outline may be used for the written discussion of the topic. When such an assignment as this specific one is made, children may sometimes be given a variety of pictures from which to choose. This will avoid monotony in the oral exercise.

The class of topics selected for the fifth year should not be confined exclusively to those which, in content, fall entirely within the child's experience. Some topics should be chosen which will necessitate investigation in books or elsewhere, and some must, of necessity, be developed by the teacher alone.

Children at this period of advancement are developing an interest in adventure and in heroism. The stories of heroes will be found useful for reproduction exercises and as a stimulus to effort in right lines of thought and action.

Unceasing attention should be paid to good usage. There should be careful application of all correct language forms taught in lower grades, and faithful incidental correction of language errors in all classes. Drill should be given in the use of useful idiomatic forms of expression. Corrective work must be accomplished by drill; the teacher is not expected to give detailed reasons or to base use upon a knowledge of technical grammar. Perception cards, devised by the teacher, may be used as one device for the rapid repetition of the correct form in sentences.

The daily vocal exercises should be continued with constant emphasis upon correct breathing. Emphasize the importance of opening the mouth well in speaking. This and humming evenly ("m-m-m") with the lips lightly closed will do much to correct so-called nasal tones.

Memorizing and dramatization should not accompany language lessons solely, but should frequently be a part of the work in reading or literature.

Written Composition — First Half Year

There should be a conscious effort on the part of the pupil in this year to secure in composition a definite beginning, middle and end.

An increase in the use of proper connectives should be encouraged, but the short sentence should still be the usual unit of expression. A child with marked ability in the use of English may use complex and compound sentences and should be encouraged, but the majority

of children can not attempt many long sentences with safety. Failure to recognize the beginning and end of a sentence should be regarded as a very serious error in the fifth year.

Drill in simple paragraphing should be continued (see suggestions in introduction). There should be blackboard paragraphs, dictated by pupils and copied, and selection of topics from paragraphs in literature. Pupils may write short compositions in reproduction, two or three paragraphs in length. These should follow careful oral preparation and the pupil should be guided in paragraphing his exercise by an outline developed from the class. The outline should be simple. It need not have more than two or three main topics and two or three subtopics. (See types of composition for sixth year.) The entire composition need not be written at one time.

The topics assigned for inventive themes should be so limited as not to demand more than one paragraph. Some children will apply what they have learned in reproduction lessons and will develop an assigned theme into two or more correct paragraphs. This should be permitted and commended but should not be required.

Letter writing should be continued. Subjects should be selected from the experiences of the children. Absolutely correct letter form should be required and absolutely correct paper headings should appear upon all papers.

Exercises in copying, dictation and writing from memory should be continued. Pupils should be trained to correct and revise their own themes before handing them in (see introduction).

Technicalities:

1 Arrangement

An outline with topics and subtopics. The following method is recommended. Only two headings should be used in fifth grade.

I

A

I

a

2 Language

a Capitals

Religious denominations

b Punctuation

Review

Place quotation marks about the title of a book, magazine or literary selection when it is included in a sentence.

c Abbreviations

Sec., Treas., A. M., P. M., M. D., D. D., P. S.,
Prof., and any others needed in this grade.

3 Use of dictionary and reference books

a Review of previous work with dictionary

b Arrangement in alphabetic order of words having the
first two or three letters alike

c How to use an index

Oral Composition — Second Half Year

See first half year.

There may be begun in this half year some simple, informal work in argument based upon a topic of actual interest; as, "Why we should take better care of the school property," or upon invention, as, "A captive meadow lark tells why it should be set free."

Topic sentences such as the following may be expanded into oral paragraphs:

I found a pocketbook on the street this morning.

My dog is very intelligent.

On Hallowe'en, I had an exciting experience.

My favorite hero is _____.

Later, these paragraphs may be written, though this need not be done invariably.

In dramatization the pupils may act out plays they have themselves planned. Pupils working with the teacher will sometimes evolve a very good little play, based upon some topic in history or literature.

Instruction should be given in the proper and courteous use of the telephone.

Written Composition — Second Half Year

Continue work of the first half year.

The business letter may now be taught. The same method should be used as in teaching the friendly letter (see fourth year). Letters with simple subject matter should be chosen; as, letters subscribing for a periodical or ordering some article advertised in a catalog.

Technicalities:

1 Arrangement

Parts of a business letter

2 Language

a Capitals

Political parties

b Punctuation

- (1) Colon after salutation of a business letter
- (2) Comma in a series

c Abbreviations

Any that are needed

3 Dictionary drill continued*Types of Compositions*

These type compositions are merely illustrative. They are not designed to be used in the classroom.

*Oral***Truthful Elinor**

My little sister likes to answer the telephone. One day when it rang she climbed on a chair and took down the receiver. The man said, "Is this Mr Smith's residence?" Elinor said, "No, he rents it."

My Garden

I have a fine garden this year. Father had it plowed for me. I have planted radishes, lettuce, peas, string beans and tomatoes. We have had lettuce and radishes from it. The peas are almost ready. We are going to have them for dinner on Sunday.

My Favorite Picture

In our study hall there is a large picture of "Sir Galahad" painted by Watts, an English artist. The principal figure is Sir Galahad, a young knight in armor. He is standing by his horse's head. He is looking down with a thoughtful expression. The background is a thicket or wood. The time must be near nightfall, as the picture is rather dark except for Sir Galahad's face.

*Written***A Business Letter**

89 Ridgeview Av.
White Plains, N. Y.
October 25, 1918

The Early Co.

33 East Grove St.

New York City, N. Y.

Gentlemen:

You will find inclosed a postal money order for three dollars (\$3), for which please send me *Young Folks* for one year beginning with the November number.

Yours truly

(Miss) Mary P. Snow

A Letter from My Pet Cat

27 Green Street
Hillsdale, New York
December 28, 1917

Dear Emily:

Do come home as soon as possible. I am very unhappy. Last night no one remembered to let me into the cellar and I had to sleep under the piazza. I nearly froze my paws. My plate has not been washed since you went away. Please come home. I am sure I need you more than your aunt does.

Your loving cat
Tiger

Why I Am Learning to Cook

One day when mother was away I got dinner. I thought it would be easy but it wasn't. We had canned soup, cold meat, potatoes, bread and butter, pie and coffee. Mother made the pie before she went away. I cut my finger on the soup can and burned the potatoes. Now mother is teaching me to cook.

Corrective English — Grade 5

Drill upon the forms

break	broke	have broken
choose	chose	have chosen
throw	threw	have thrown
hurt	hurt	have hurt

Drill upon *rather*, not *kind of*, *kindy*, *sort of*; *beside*, not *side of*; *would have gone*, not *would of gone*.

Distinguish between

have and *got*
among and *between*
lay and *lie*
funny and *strange*
much and *lots*
their and *there*
guess and *think*
like and *love*
an and *a*
its and *it's*

Drill upon the correct use of *cupfuls* and *cupsful*.

Drill upon the correct use of *real* and *very*.

Drill upon the elimination of *now* at the beginning of a sentence.
 Drill upon the use of the pronoun after *than* — “taller than I.”

Drill upon the correction of the following:

He broke my pencil on me.

That is all the far they went.

Bring for take

Drill upon the pronunciation of *forehead, faucet, government, hoist, poem, your, usually, introduce, history.*

Sixth Year

The introductory sections on the teaching of composition and corrective English (page 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

Written

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete statements.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To strengthen the sentence sense and discourage the superfluous use of *and, then* and *so*, but with a definite effort to secure proper transition as a means of increasing fluency.

1 To teach the technicalities assigned for this year and review those taught in preceding years.

2 To insist upon neatness, good arrangement, good penmanship and accurate spelling in all written work.

3 To secure the establishment of the sentence sense so that there may be neither “run on” sentences nor fragments written as whole sentences.

4 To continue practice in writing short familiar and business letters.

5 To require the frequent writing of short compositions based upon familiar and carefully limited topics.

Oral

7 To continue emphasizing orderly arrangement of sentence material with much attention to developing ability to stick to the point and to show a definite beginning, middle and end.

8 To cultivate the desire to speak well.

*Written**Minimum Requirements*

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Six or seven well-constructed sentences on a familiar topic, given absolutely without error, arranged in logical order and showing as a unit a definite beginning, middle and end.

2 The recitation from memory, with clear, distinct tones and intelligent expression, of any two selections of moderate length memorized during the year.

1 Six or seven well-constructed sentences, grouped in paragraphs if the nature of the subject requires, and written without error, the whole showing as a unit a definite beginning, middle and end.

The paragraph sense, as is indicated elsewhere, will have been developed gradually all through the oral and written course, but heretofore pupils will not, as a *minimum* requirement, have been asked to write more than one paragraph.

2 A short friendly or business letter, written and addressed without error.

Sources of material:

See Fifth Year.

Good citizenship

Honor, obedience, service

Book reviews

Oral Composition — First Half Year

See fifth year.

Formal talks once a week should be continued. In informal talks, the topics should not be selected solely with the aim of a lesson in

conversation. When subject matter requires preparation for oral or written work, the preparation may partake of the nature of conversation. Class discussion of a topic followed by investigation, report of pupils' investigation, and further class discussion, all belong under the head of oral expression. Stories should still be used for reproduction, but there must be much original work so that the child may learn to express his own thoughts.

As part of the formal work, book reviews may be given, with the idea of interesting the class in the books reviewed. They must be very simple and should follow some such outline as the following:

- 1 Name of book and name of author
- 2 Time and place of events
- 3 Main thought of the book
- 4 Principal characters
- 5 Speaker's opinion of the book

(For illustration, see type composition on page 57).

To train pupils to accurate attention, short articles should be read once only and the pupils required to reproduce them.

Pupils should be given an opportunity for invention. In this connection, the following devices may be used:

1 Teacher may write topics upon the board and children tell stories suggested by any one of the topics; as, an aeroplane, a deserted house, a lonely road, without money.

2 Topic sentences may be developed into paragraph; as, I shall always remember the first time I went to church; I once thought I saw a ghost; A loud scream came from the mill pond.

3 Descriptions may be given in the *Who's who game*, when the person described must be guessed by the speaker's classmates. The game should be conducted in such a way as to avoid unpleasant personalities.

Written Composition — First Half Year

In this year the establishment of the sentence sense should be completed. No pupil should be considered prepared in English for the seventh grade who frequently writes part of a sentence as a whole, or who writes "run-on" sentences with the material of several sentences weakly held together. If a class is, for any reason, weak in this subject there should be constant blackboard drill and

such other drill as was suggested in the fourth year course, to cure the weakness.

If the class has the sentence sense well developed there should be an effort to secure some variety of sentence structure, as by the use of exclamatory sentences and questions. The use of a greater variety of connectives and transition words may be encouraged.

The study of the paragraph as suggested in the fourth and fifth grades should be continued. A pupil's theme which shows the qualities of a good paragraph may well be read to the class and shown as an example. The cooperative outline (see introduction and instructions in the fifth year course) used in the oral reproduction should be the pupil's guide in written reproduction. The pupil may sometimes be required to copy the outline to help him learn its form, but this should not be done invariably if the outline can be left upon the blackboard. New or difficult words should be placed upon the blackboard to aid the writers. Words and phrases of the original story may be used by the pupils but not, as a rule, entire sentences. One such reproduction will require several periods.

Topics assigned for written invention should be so limited as to require only a short piece of writing. Such writing should, as a rule, follow oral preparation designed to provide background and to stimulate ideas and improve their expression.

Letter writing should be continued. The business letter should be emphasized in this grade. Letters should be folded and envelopes addressed.

Pupils should continue the habit of looking over their papers first for one type of error, then for another, and should correct these errors before handing in their papers.

In this as in all grades above the first, stress should be placed upon correct spelling. Words misspelled and new words needed should be thoroughly taught. (See page 16.)

Continue exercises in copying, dictation and writing from memory.

There should be much use of the blackboard in corrective and oral exercises. Paragraphs may be written on the blackboard for class observation and discussion. An occasional unpunctuated or uncapitalized selection should frequently be written on the blackboard, so that pupils may have practice in inserting marks or capitals where they belong. Each child who makes a correction should state the rule he is following.

Technicalities :

1 Language

a Capitals

Review of all uses

b Punctuation

The broken quotation

c Abbreviations

Any needed in connection with geography or arithmetic

Those of common business usage ; as, Messrs., C. O. D., O. K., f. o. b., etc., inst., ult., do.

Oral Composition — Second Half Year

See first half year.

More and more emphasis should be placed upon the importance of organizing thought into appropriate form for oral composition. Reading lessons should be examined to determine the necessity and appropriateness of paragraphing. Topic sentences should be expanded into paragraphs orally and in writing. All this drill should tend to influence the pupil to think and recite in larger units than the single sentence, but with an unfailing regard for the sentence unit.

In this as in all grades, daily vocal drill and daily drill in the correction of common speech errors should be given.

There should be frequent recitation before the class of selections memorized. The pupils should show, as they advance in oral work, steady improvement in voice, posture and manner. Insist upon children's speaking distinctly enough to be heard unless some actual physical ailment prevents. Do not repeat pupils' statements. Expect them to make the rest of the class hear. Occasionally during an oral exercise tell the pupils that they may rise quietly when they do not understand the speaker and remain standing until he has made them hear. The teacher should listen to an oral exercise from the back of the room, and she, too, if she is seated, may rise if she can not understand what is said. To aid in self-development the class may be formed into a " Better Speech Club " (see seventh year outline).

Written Composition — Second Half Year

The work of the first half should be continued with some increase in difficulty of requirement.

Pupils should become steadily more intelligently critical of their own work and more helpfully critical of that of others. Good written exercises should be read to the class and displayed as models.

Technicalities:

- 1 Arrangement
 - Continue outlining
- 2 Language
 - a Capitals
 - Review
 - b Punctuation
 - Review
 - c Abbreviations
 - Any that are needed
- 3 Dictionary work
 - a Guide words at top of dictionary page
 - b The guide to pronunciation — diacritical key

Types of Compositions

These type compositions are merely illustrative. They are not designed to be used in any way in the classroom.

Oral

A Hard Lesson

When I was in the third grade I cut the top of my desk. I had to stay after school every night till I had sandpapered the desk all off smooth again. It took me a week. The janitor helped me the last night. He told me not to tell Miss Allan, because she wanted me to do it all myself. He said he was tired of seeing me around. I have never cut any desks since then.

Mother's Rest Day

One day in vacation my mother was very tired. She said she wished she could be quiet all day. We told her we would take something to eat and live in our wigwam till supper time. We did it and had lots of fun. We took bread and butter, cold meat, cookies and apple sauce with us. Bessie stepped in the apple sauce, by mistake, so we didn't eat that. We painted our faces with wild cherries and went barefoot. Mother was all rested when we went home for supper.

A Good Story

If you haven't read *Over the Top* by Arthur Guy Empey, you will enjoy doing so. It is the true story of a young American who

joined the British army before the United States had entered the war. He fought in the trenches for some time and was finally wounded while going "over the top." He was not able to go back into the war, but has done good work since as a writer and lecturer. I never really understood how the trenches were arranged until I read his book. The book is not sad, for the author saw the funny side whenever there was one to see. In some places in the book the English isn't very good, but the story is interesting all the way through.

Written

The Paper Race

We bought our victrola for the school by collecting newspapers and magazines and selling them. We needed to collect a great deal, so each grade tried to beat the others. The sixth grade was third from the head the last day of the collection. That morning Mr Quentin asked me to go up into the loft in his barn to get a sickle. I found stacks and stacks of papers and magazines there. I asked if I might have them. Mr Quentin thought a while and then gave them to me. I felt very proud when the sixth grade came out ahead.

A Business Letter

12 Main Street
Essex, Conn.
June 1, 1918

Messrs R. P. Cameron & Co.
525 Nassau Street
New York City

Gentlemen:

You will find inclosed a check for five dollars and twenty-five cents (\$5.25), for which kindly send me the following articles:

- 1 doz. tennis balls, No. QOH
- 1 Racket Press, No. RGR

Yours truly
John S. Leigh

Reproduction from outline

The Story of Clytie

- 1 Clytie and her home in the sea.
 - a She was a sea nymph.
 - b She rode in a sea shell.
 - c Her horses were turtles.

- 2 Clytie's trips to the shore.
 - a She saw the Sun King.
 - b She watched him cross the sky.
 - c She came back every day to watch him.
- 3 The change in Clytie.
 - a Her feet became roots.
 - b Her body became a stem with leaves.
 - c Her face became a flower.

The Story of Clytie

Clytie was a lovely sea nymph who lived in a cave deep down in the sea. She rode through the ocean in a sea shell chariot. Her horses were two strong turtles.

One day the turtles drew her to land. She stood on the shore and saw the Sun King go across the sky in his golden chariot. She watched him till he went down in the west. He seemed so wonderful that Clytie came back every day to watch him.

One day, as she stood on the shore looking at the Sun King her feet changed to roots. Her body changed to a stem with green leaves. Her face changed to a flower with golden petals. People named her the Sun Flower. She still watches the Sun from morning to night of every bright day in summer.

Corrective English — Grade 6

Drill upon the forms

draw	drew	have drawn
eat	ate	have eaten

If I were

If he were

Drill upon

kind of instead of *kind of a*

that (or *this*) *kind*, not *those* (or *these*) *kind*

back of, or *behind*, instead of *in back of*

almost instead of *most*

have to, not *haf to*; *must have*, not *must of*

Distinguish between

Stood and *remained*

In and *into*

Than and *then*

Empty and *spill*

Like and *as*

Borrow and lend

Let and leave

Drill upon the correction of

alongside for *beside*

elevated up for *elevated*

brother-in-law for *brothers-in-law*

Drill upon the correct forms for the following:

Misplacing of *only*

Beginning a sentence with *Why*

New beginners

Free pass

I would of known

He did nôt go yet

Drill upon pronunciation of *partner, chocolate, surprise, pumpkin, chestnut, radish.*

Grammar

The value of formal grammar in the elementary grades depends almost wholly upon the degree to which it aids in the teaching of oral and written composition and in the interpretation (understanding) of literature. Grammatical terminology is to be taught, only as a help in the teaching of composition; syntax, because of its bearing on correctness of expression.

One aim, in the composition work outlined for the previous years of this course, has been to develop in the pupil an ability to recognize sentences, and to aid him in acquiring a sentence sense. In the sixth year, as a beginning of the study of formal grammar, the pupil's analytic perception of the sentence should be clearly developed. He should now become expert in the recognition of sentences, and should be able to point out, without difficulty, the subjects and predicates of most sentences.

While there should be no detailed study of the parts of speech, the pupil should be taught to see or understand that all words have certain and distinct uses in sentences and may be classified in accordance with such uses. The ability to recognize the different parts of speech is of more importance than a knowledge of set definitions; but the more common grammatical terms should be used by the teacher, as a familiarity with these terms will lead to greater clearness of thinking and more accurate expression. It is recommended that such grammatical terms shall not be employed until their meaning has been acquired by the pupils by inductive teaching.

First Half Year

- 1 The simple sentence
 - a How distinguished from a mere collection of words
Drill in distinguishing between word groups that are sentences and those that are not sentences
 - b The essential parts of the sentence: (1) the subject, (2) the predicate
 - c The simple subject and the simple predicate
 - d Drill in the analysis of easy simple sentences. Use sentences in the inverted order as well as in the direct order
- 2 The noun
 - a Proper
 - b Common
- 3 Uses of the noun
 - a Simple subject
 - b Vocative

Note: Emphasize the fact that the vocative (direct address) is independent and not a part of either subject or predicate.

- 4 The pronoun and its antecedent

Note: In this grade no attention should be given to the modifications or inflections of any of the parts of speech.

- 5 The verb and the verb phrase

Note: It is suggested that in the beginning not more than one auxiliary word be used and the parts of the verb be not separated.

Second Half Year

- 1 The adjective

Note: The spelling of the possessive may be reviewed and its use as an adjective referred to.

- 2 The adverb

- 3 The prepositional phrase and the preposition. The prepositional phrase used as

- a An adjective
- b An adverb

Drill upon the substitution of adjective phrases for adjectives and adverbial phrases for adverbs and vice versa.

- 4 The conjunction taught in connection with

- a The compound subject
- b The compound predicate

Drill upon the use of the conjunction as a connective for adjectives, adverbs and phrases.

5 The interjection

Note: If the teacher desires, the classification of sentences according to use may be taken up. The pupils may be expected to be somewhat familiar with this classification from their work in composition. Call attention to the relation existing between the interjection and the exclamatory sentence.

6 The analysis of easy sentences containing compound subjects or compound predicates. Use only sentences containing a limited number of modifiers. Do not use sentences containing more than two phrases

7 Give pupils practice in building sentences from each day's work

LITERATURE — GRADES 1 TO 6

Children should very early in life be introduced to the study of good literature through stories and poems suited to their age. Upon entering school many have already gained a knowledge of some bits of verse, rhymes and simple stories. These they have enjoyed and they are therefore anxious to add to their store. A point of contact of home with school life is readily found in these experiences. Every year the child should increase his enjoyment of both verse and story through wider association with it and should receive valuable additions to his growing stock of literary ideas.

The aim of all teachers should be primarily to awaken in every child a love for suitable literature and stimulate his appreciation of it by wise suggestion. Each teacher should do her part to widen the experience of every child in her grade with the best in literature within his understanding. Through good stories handed down from countless generations, through the reading and memorizing of many beautiful poems, it is possible for every teacher to give the children in her care what is their birthright from the world's rich inheritance of good literature.

The literature presented to children in the elementary schools should be wisely chosen from the best writers. In order to accomplish the great aim in teaching literature which centers in awakening the imagination of the child to a fuller appreciation of the beauties in Nature and a clearer idea of the meaning of the great lessons of life the literature must be of good literary quality, must be ethically sound, must be suited to the child's interests in some measure, and must be varied in scope. Through variety and broad scope of the literature selected it is possible to widen the avenues of approach to rich fields where the child may gain a breadth of experience which will give to him higher standards of living and wiser principles of action.

Story-telling. G. Stanley Hall says, "Of all the things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story."

Because of the great abundance of story-telling material and large number of story books now on the market, the matter of the selection of the best stories to tell to children of varying ages is made more difficult and in order to maintain a uniform high degree of suitability and excellence of story-telling material, the suggestive story list by grades has been found advisable. Through the

use of the story list for all grades it is possible for teachers to make a wiser selection of the stories which they tell. It enables the teacher to know the story experience of each new class and thus to avoid waste in story-telling through too great repetition of a few stories. She has plenty of fresh, untouched and interesting material for presentation in her own class.

In any grade it is a good plan to review some of the reading of the previous grades. Every teacher should acquaint herself as far as possible with the reading for all grades and should be able to supplement her list with other literature of good quality, provided it does not appear on any of the lists of the following grades.

In preparing this list, a careful study of story material has been made. Only stories of some merit have been placed on it. Some have been selected because of the stimulating character of content; some because they belong to the child as a part of his race inheritance; others because of the beauty of the language in which they are written; many in the lower grades especially, because they picture familiar scenes of child life and so furnish interesting material for exercises in oral language work. Some have been selected because of their dramatic possibilities and a few because of their appeal to humor, a native instinct of the child which should be encouraged and developed.

The list contains some stories from all fields, nature, folk lore, fairy lore, history and fiction, and thereby gives the child their composite value.

The teacher should keep in mind that this list is only *suggestive*. It is not intended that all the stories on this list be given, nor is it advisable to give *only* these stories.

Methods of story-telling. Every teacher should be well prepared in the art of story-telling. It is necessary that she familiarize herself with the principles governing the selection and adaptation of stories. She should also acquaint herself thoroughly with the best collections of children's stories.

Children will appreciate the story to whatever degree the teacher shows her efficiency in story-telling. It is, therefore, necessary for her to tell her stories well if she is to accomplish her aim in the teaching of literature to little children.

Some books that will help the teacher to become a more efficient story teller are: *Stories and Story Telling*, by E. P. St John, Pilgrim Press; *How to Tell Stories*, by S. C. Bryant, Houghton;

The Art of the Story Teller, by M. L. Shedlock, D. Appleton & Co.;
Story Telling, by E. Lyman, A. C. McClurg & Co.

One of the real problems of the teacher is to inspire in the pupils a desire to participate in the retelling of the story. The story-telling exercise should be a happy one; therefore, the method should be informal. No such drill in the retelling of the stories should be given as is likely to kill the spirit of the exercise. A story should not be retold by the children until they are thoroughly familiar with all the facts of the story and are ready to tell it. When children wish to participate in the retelling of the stories they should be allowed to do so, since it increases their enjoyment of the story. Children will show their responsiveness to the teacher's efforts in the story-telling work, by asking for the story over and over again. Thus every teacher is given a test and should profit through her daily practice in story-telling.

Dramatization. The dramatization lesson aims, first, to make clearer to the children the pictures of the story and thus give them a clearer comprehension of the story; second, to develop the imaginative powers of the children; third, to cultivate a greater power of spontaneous expression and help in the mastery of self-consciousness; and, fourth, to give greater relaxation and thereby increase the child's appreciation of the story.

All work in dramatization should be spontaneous and free. There should be no formal work, particularly in the lower grades, unless for a special occasion. A particular part should not be permanently assigned to any child. As many children as is practicable should be asked to help in playing the story. The materials used in the dramatization should be very simple in order to encourage the use of the imaginative powers of the children as fully as possible. Although the occasional use of simple materials may be a source of interest and pleasure, it should be remembered that there is no real need of such aid.

Children should be encouraged to give the conversation of the story quite fully, in order to make the mental pictures more vivid and the situation more real.

Poetry. In constructing the part of the syllabus relating to poem work, the purpose has been to make it richly suggestive but at the same time not so detailed as to destroy the originality and life of a teacher's work. The aim has been to give great variety in the poetry study. In the many miscellaneous poems and in the poems of the grade poet, a broad field is opened to every teacher in which

she may browse about and choose what is best and most inspiring for herself and her pupils. In no grade should the poetry study be confined to the work of one poet. The poets studied are only those who hold a significant place in literature. The miscellaneous list in a way limits the teacher to her own field but gives an opportunity for variety.

Methods of presenting poetry. It is well to read to the children many poems of the author and through the teacher's presentation of these poems interest the children in the poet. Later allow the children with the help of the teacher to choose the poems to be read and studied. Pupils may then memorize the poems or parts of poems which they like best. In general, the poems to be memorized should be chosen by the pupils with the guidance of the teacher.

Individual rather than concert recitation of the poems memorized is urged. While the whole class should be held responsible for knowing the poems, individual recitations of the poem as a whole or by suitable units is advisable since it makes it possible for the child to keep the spirit of the poem even in a drill exercise.

The facts of the author's life need not be memorized. The teacher should help her children to get an appreciation of the author through the study of his poems. She can well point out the thoughts and ideals through the study of the poems and thereby develop an understanding of the life and spirit of the poet. When this has been done, some of the more interesting facts of the author's life may be presented.

Do not have the children write poems from memory merely for the sake of drill exercises in punctuation and capitalization, nor should poetry be used too frequently as a basis of written composition work.

Valuable suggestions in the teaching of poems may be obtained from *Teaching of English*, by Percival Chubb, Macmillan; chapter 12, *Teaching of English*, by Paul Klapper, Appleton; *Teaching Poetry in the Grades*, by G. D. Haliburton and Naomi Smith, Houghton; chapter 5, *How to Teach*, by Strayer and Norseworthy, Macmillan.

Children's reading. Children should form the habit of library reading very early in their school life. The teacher can do much in interesting the children of her grade in reading good books. The responsibility for forming the child's habit of reading and enjoying wholesome literature rests largely with the teacher in the elementary schools.

In the first two grades many of the children have not yet attained sufficient skill in the mechanics of reading to enjoy silent reading. They must therefore get their appreciation of literature through the teacher's presentation of interesting poems and stories. An introduction to literature and a beginning in the library habit can be made through handling books and looking at the pictures. Children who can read should of course be encouraged to do so.

Careful attention must be given to the selection of the books for the children's first reading, in order to make certain their enjoyment to the fullest possible extent, of the literature read. Since the primary aim in this work is appreciation, it does not seem advisable in any grade to base written work too frequently on the library reading. In all grades the children should be encouraged to read as many books from the assigned reading list as is possible. A minimum of three books selected from the list of books assigned for the children's reading for the grade in the literature section, should be required.

First Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories suitable for reproduction and dramatization by the pupils*

- Bryant, S. C. Three Bears. (How to Tell Stories). Houghton
 Bailey & Lewis. Little Red Hen. (For the Children's Hour). Milton
 Bradley
 Bannerman, Helen. Little Black Sambo. (Little Black Sambo). Reilly
 & Britton
 Wiggin & Smith. Gingerbread Boy. (Tales of Laughter). Doubleday
 Bailey, C. S. Queer Company. *(Firelight Stories). Milton Bradley
 Wiggin & Smith. Pancake. *(Tales of Laughter). Doubleday
 Bailey, C. S. Lambikin. (Firelight Stories). Milton Bradley.
 Hoxie, J. L. Wee, Wee Woman. (Kindergarten Stories). Milton Bradley
 Wiggin & Smith. Old Woman and Her Pig. *(Tales of Laughter).
 Doubleday
 Wiggin & Smith. Lion and the Mouse. *(Tales of Laughter). Doubleday
 Wiggin & Smith. Three Billy Goats Gruff. *(Tales of Laughter).
 Doubleday
 Richards, L. E. Pig Brother. (Pig Brother and Other Stories). Little
 Coe, F. E. Chicken Little. (First Book of Stories). Houghton

- Poulsson, Emilie. Santa Claus and the Mouse. (In the Child's World). Milton Bradley
 Bryant, S. C. Raggylug. (How to Tell Stories). Houghton
 Jacobs, Joseph. Tom, Tit, Tot. (English Fairy Tales). Putnam
 Bryant, S. C. Dog and the Kitty Cats. (Stories to Tell the Littlest Ones). Houghton
 Bailey, C. S. Henny Penny. (For the Children's Hour). Milton Bradley

2 Poems to be memorized

a Miscellaneous poems

- Anon. Kind Hearts. (Primary Recitations). Penn
 Bangs. Elf Man. (Home Book of Verse). Holt
 Blake, William. Lamb. (Open Sesame, v. 1). Ginn
 Brown, K. L. Little Plant. (Primary Recitations). Penn
 Brown, A. F. I know. (Riverside First Reader)
 Brown, A. F. Dressmaking. (Riverside Second Reader)
 Sherman, F. D. Bees. (Little Folk Lyrics). Houghton
 Smith, S. F. America (two verses). (Poems of American Patriotism). Page
 Taylor, Jane. Twinkle. Twinkle Little Star. (Selections for Memorizing). Ginn
 Hugo, Victor. Good Night. (Open Sesame, v. 1). Ginn

b Grade poet, Robert Louis Stevenson

- | | |
|----------------|------------------------|
| Time to Rise | Whole Duty of Children |
| At the Seaside | Where Go the Boats |
| The Cow | A Good Play |
| Autumn Fires | Bed in Summer |
| Singing | Rain |

3 Poems to be read to the children

- Cary, Phoebe. They Didn't Think. (Ballads for Little Folks). Houghton
 Cary, Phoebe. Suppose. (Ballads for Little Folks). Houghton
 Cooper, George. Come Little Leaves. (Pinafore Palace). Doubleday
 Child, L. M. If Ever I See. (Nature in Verse). Silver
 Peabody, J. P. Making a House. (Selections for Memorizing). Silver
 Rossetti, C. G. City Mouse and the Country Mouse. (Home Book of Verse). Holt
 Rossetti, C. G. Who Has Seen the Wind? (Home Book of Verse). Holt
 Stevenson, R. L. Lamplighter. (Child's Garden of Verse). Various editions.
 Stevenson, R. L. Land of Nod. (Child's Garden of Verse). Various editions.
 Taylor, Jane. I Love Little Pussy. (Home Book of Verse). Holt
 Taylor, Jane. Thank You, Pretty Cow. (Posy Ring). Houghton
 Rhymes. Three Little Kittens. (Werner's Readings, v. 6). Werner
 Robin Redbreast. (Approved Selections for Reading, v. 1). Hinds
 Little Bopeep. (Poems by Grades: primary). Scribner

First Grade — Second Half Year

1 Stories suitable for reproduction and dramatization

- Wiggin & Smith. Three Little Pigs. *(Tales of Laughter). Doubleday
 Poulsson, Emilie. Crane Express. (In the Child's World). Milton Bradley
 Bailey, C. S. Teeny, Tiny Lady. *(Firelight Stories). Milton Bradley
 Bryant, S. C. Little Half Chick. (Stories to Tell). Houghton
 Wiggin & Smith. Musicians of Bremen. (Tales of Laughter). Doubleday

- Bailey, C. S. Little Boy Who Found His Fortune. (Firelight Stories). Milton Bradley
 Coe, F. E. Little Red Riding Hood. (First Book of Stories). Houghton
 Hoxie, J. L. Little Long Tail. (Kindergarten Stories). Milton Bradley
 Poulsion, Emilie. How Patty Gave Thanks. (In the Child World). Milton Bradley
 Bailey, C. S. Mrs Santa Claus. *(For the Children's Hour). Milton Bradley
 Coe, F. E. Jack and the Beanstalk. (First Book of Stories). Houghton
 Lindsay, Maud. Little Gray Pony. (Mother Stories). Milton Bradley
 Bailey, C. S. The Hen Who Went to High Dover. (For the Children's Hour). Milton Bradley
 Grimm, J. L. K. & W. K. The Straw, the Coal and the Bean. (Fairy Tales). Various editions
 Bailey, C. S. First Easter Eggs. (For the Children's Hour). Milton Bradley
 Bailey, C. S. Elf and the Dormouse. (For the Children's Hour). Milton Bradley
 Bailey, C. S. Legend of the Dandelion. (For the Children's Hour). Milton Bradley
 Williston, T. P. First Rabbits. (Japanese Fairy Tales, v. 2). Rand.
 Lindsay, Maud. Dumpy, the Pony. (More Mother Stories). Milton Bradley

2 Poems to be memorized

a Miscellaneous poems

- Bates, C. D. Who Likes the Rain? (Nature in Verse). Silver
 Carney, J. A. T. Little Things. (Open Sesame, v. 1). Ginn
 Coolidge, Susan. How the Leaves Came Down. (Nature in Verse). Silver
 Dodge, M. Mapes. A Plump Little Girl to a Thin Little Bird. (Merrill Second Reader)
 Macdonald, George. Baby. (Open Sesame, v. 1). Ginn
 Richard, S. B. They Were
 Rossetti, C. G. Swallow. (Recitations for Assembly and Classroom). Macmillan
 Sherman, F. D. Dewdrop. (Little Folks Lyrics). Houghton
 Sherman, F. D. Daisies. (Little Folks Lyrics). Houghton
 Watts, Isaac. How Doth the Little Busy Bee. (Nature in Verse). Silver

b Grade poet, Robert Louis Stevenson

Thought	Foreign Children
System	Happy Thought
Swing	Marching Song
Wind	Sun's Travels
Looking Forward	Land of Counterpane

3 Poems to be read to the children

- Brown, A. F. Friends. (Home Book of Verse for Young Folks). Holt
 Dodge, M. M. Snowflakes. (American Anthology). Houghton
 Field, Eugene. Rock-a-bye-Lady. (Eugene Field Book). Scribner
 Nesbit, Edith. Baby Seed Song. (Posy Ring). Houghton
 Rossetti, C. G. Hurt No Living Thing. (Approved Selections for Reading, v. 2). Hinds
 Rossetti, C. G. Boats Sail on the Rivers. (Approved Selections, v. 1). Hinds
 Selected. How to Get a Breakfast
 Stevenson, R. L. Foreign Lands. (Child's Garden of Verse). Scribner
 Sherman, F. D. Flying Kite. (Little Folks Lyrics). Houghton
 Woodworth, F. C. Snowbird. (Nature in Verse). Silver

4 Books for children's reading in the first grade

Adelborg, Ottilia. Clean Peter. Longmans
 Bannerman, Helen. Little Black Sambo. Reilly
 Baum, L. F. Father Goose. Bobbs
 Burgess, Gelett. Goops and How to be Them. Stokes
 Greenaway, Kate. Mother Goose. Warne
 Greenaway, Kate. Under the Windows. Warne
 Grover, E. O. Sunbonnet Babies. Rand
 Hale, L. P. Peterkin Papers. Houghton
 Lang, Andrew. Nursery Rhymes. Warne
 Lucas, E. V. Four and Twenty Toilers. McDevit-Wilson
 Perkins, L. F. The Dutch Twins Primer. Houghton
 Potter, Beatrix. Tale of Peter Rabbit. Saalfield.
 Potter, Beatrix. Tale of Tom Kitten. Warne
 Potter, Beatrix. Tale of Benjamin Bunny. Warne
 Rackham. Mother Goose. Scribner
 Sage, Betty. Rhymes of Real Children. Duffield
 Smith, Gertrude. Arabella and Araminta Stories. Small
 Smith, E. B. Chicken World. Putnam
 White, E. O. When Molly Was Six. Houghton
 Wright, B. F. Mother Goose Series. Rand

5 Suggested material for the use of the teacher

Bailey, C. S. Firelight Stories. Milton Bradley
 Bailey, C. S. For the Children's Hour. Milton Bradley
 Bailey, C. S. Tell me Another Story. Milton Bradley
 Brown, A. F. Pocket Full of Posies. Houghton
 Blake, William. Songs of Innocence. Lane
 Bryant, S. C. How to Tell Stories. Houghton
 Bryant, S. C. Stories to Tell. Houghton.
 Bryant, S. C. Stories to Tell to the Littlest Ones. Houghton
 Coe, F. E. First Book of Stories. Houghton
 Grimm, J. W. L. & W. K. Fairy Tales. Various editions
 Hoxie, J. L. Kindergarten Stories. Milton Bradley
 Lindsay, Maud. Mother Stories. Milton Bradley
 Martin, W. C. Storytellers Magazine. Storytellers
 Poulsson, Emilie. In the Child's World. Milton Bradley
 Sherman, F. D. Little Folk Lyrics. Houghton
 Stevenson, R. L. A Child's Garden of Verses. Various editions
 Wiggin & Smith. Tales of Laughter. Doubleday
 Wiggin & Smith. Pinafore Palace. Doubleday
 Williston, T. P. Japanese Fairy Tales, v. 2. Rand

Second Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 Stories for reproduction and dramatization

Bryant, S. C. Epaminondas. *(Stories to Tell). Houghton
 Bryce, C. T. The Lazy Raccoon. *(That's Why Stories). Newson
 Bryce, C. T. Why Turtles Stay near the Water. *(That's Why Stories).
 Newson

—— Little Steam Engine. (Riverside Second Reader). Houghton
 Bryant, S. C. Little Jackal and the Alligator. (Stories to Tell). Hough-
 ton

Babbitt, E. C. Golden Bowl. *(Jataka Tales). Century
 Howells, W. D. Pumpkin Glory. (Christmas Every Day). Harper
 Grimm, J. W. L. & W. K. Shoemaker and the Elves. (Fairy Tales).
 Various editions

Perrault, Charles. Cinderella. (Fairy Tales). Estes

Bryant, S. C. When Peter Rabbit Had the Earache. (Stories to Tell the
 Littlest Ones). Houghton

Hoxie, J. L. Brownies. (Kindergarten Stories). Milton Bradley

Hoxie, J. L. Froggy's Adventure. (Kindergarten Stories). Milton
 Bradley

Hoxie, J. L. Timothy's Shoes. (Kindergarten Stories). Milton Bradley

Hoxie, J. L. Dunny. (Kindergarten Stories). Milton Bradley

Skinner, E. L. Hillman and the Housewife. (Merry Tales). Amer.
 Book Co.

Poulsson, Emilie. Thrifty Squirrel. (In the Child's World). Milton
 Bradley

Coe, F. E. Hare and the Tortoise. (First Book of Stories). Houghton

Andersen, H. C. Five Peas in a Pod. (Fairy Tales). Various editions

Olcott, F. J. Little Piccola. (Good Stories for Great Holidays). Hough-
 ton

Babbitt, E. C. Monkey and the Crocodile. (Jataka Tales). Century

2 Poems to be memorized

a Miscellaneous poems

Anon. Little by Little.

Blake. Shepherd. (Book of Verse for Children). Holt

Coleridge, S. T. He Prayeth Best. Rime of the Ancient Mariner (Book
 of Famous Verse). Houghton

Douglas, Marian. Song of the Bee. (Nature in Verse). Ginn

Field, Eugene. Japanese Lullaby.

Follen, E. L. Runaway Brook. (Poems by Grades: primary). Scribner

Riley, J. W. Extremes. (Book of Joyous Children). Scribner

Rossetti, C. G. How many Seconds? (Selections for Memorizing). Silver
 Smith, S. F. America, four verses (review). (Poems of American Patriot-
 ism). Page

Stevenson, R. L. My Shadow. (Child's Garden of Verse). Various
 editions

b Grade poet, Frank Dempster Sherman

Robin's Apology

The Rose's Cup

Smiles and Tears

Elfin Lamps

The Snowbird

Ghost Fairies

The Four Winds

The Clouds

3 Poems to be read to the children

Cary, Phoebe. Envious Wren. (Ballads for Little Folks). Houghton

Cary, Phoebe. Chicken's Mistake. (Ballads for Little Folks). Houghton

Gould, S. B. Child's Evening Prayer. (Victorian Anthology). Houghton

Herford, Oliver. Elf and the Dormouse. (Handbook of Verse). Holt

Miller, E. H. Hang Up the Baby's Stocking.

Mulock. Christmas Carol. (Open Sesame, v. 1). Ginn
 Poulsson, Emilie. Chickens in Trouble. (Pinafore Palace). Doubleday
 Sherman, F. D. Real Santa Claus. (Little Folk Lyrics). Houghton
 Tennyson, Alfred. Sweet and Low. ("Princess," nature in Verse). Ginn

Second Grade — Second Half Year

1 *Stories suitable for reproduction and dramatization*

Scudder, H. E. Honest Woodman. (Fables and Folk Stories). Houghton
 Wiggin & Smith. Golden Goose. (Tales of Laughter). Doubleday
 Bryant, S. C. Little Jackal and the Camel. (Stories to Tell). Houghton
 Bailey, C. S. Legend of the Great Dipper. (For the Children's Hour).
 Milton Bradley
 Poulsson, Emilie. First Thanksgiving. (In the Child's World). Milton
 Bradley
 Evans, L. B. Little Gray Lamb. (Worth While Stories). Milton Bradley
 Holbrook, F. Why the Evergreen Trees Keep Their Leaves. (Nature
 Myths). Houghton
 Bryant, S. C. How Brother Rabbit Fooled the Whale. (Stories to Tell).
 Houghton
 Evans, L. B. Puss in Boots. (Worth While Stories). Milton Bradley
 Bailey, C. S. Mrs Santa Claus. (For the Children's Hour). Milton
 Bradley
 Bailey, C. S. What Broke the China Pitcher. (For the Children's Hour).
 Milton Bradley
 Bailey, C. S. Stone in the Road. (For the Children's Hour). Milton
 Bradley
 Bailey, C. S. Legend of the Woodpecker. (For the Children's Hour).
 Milton Bradley
 Bailey, C. S. How the Robin's Breast Became Red. (For the Children's
 Hour). Milton Bradley
 Lang, Andrew. Hop O' My Thumb. (Blue Fairy Book). Longmans
 Owen, M. A. How the Bluebird Came to be Blue. (Voodoo Tales).
 Putnam
 Richards, L. E. About Angels. (Golden Windows). Little
 Grimm, J. W. L. & W. K. Little Two Eyes. (Fairy Tales). Various
 editions
 Bailey, C. S. Clytie. (For the Children's Hour). Milton Bradley
 Bryant, S. C. Cock, Mouse and the Little Red Hen. (Stories to Tell).
 Houghton

2 *Poems to be memorized*

a Miscellaneous poems

Alexander, C. F. All Things Bright and Beautiful. (Posy Ring). Houghton
 Alexander, Charles. Lost Doll from "Water Babies." (Open Sesame, v. 1).
 Ginn
 Lord Houghton. Lady Moon. (Open Sesame, v. 1). Ginn
 Peabody, J. P. Journey. (Selections for Memorizing). Silver
 Sherman, F. D. Little Leaves at Play. (Lyrics for Little Folks). Hough-
 ton
 Sherman, F. D. Golden Rod. (Lyrics for Little Folks). Houghton
 Smith, W. H. Child's Prayer.
 Smith, S. F. America, four verses. (Poems of American Patriotism). Page
 Tabb, J. B. Tax Gatherer. (Golden Numbers). Houghton
 Tennyson, Alfred. Winter. (Listening Child). Macmillan

b Grade poet, Eugene Field

Sugar Plum Tree

Duel

Wynken, Blynken and Nod

Nightwind

Good Children Street

3 Poems to be read to the children

Cary, Alice. Three Bugs. (Ballads for Little Folks). Houghton
Child, L. M. Who Stole the Bird's Nest. (Nature in Verse). Silver
Field, Eugene. Shut-Eye Train. (Eugene Field Book). Scribner
Longfellow, H. W. Hiawatha's Childhood. (Book of Verse for Children). Holt

Lear, Edward. Owl and the Pussy Cat. (Open Sesame, v. 1). Ginn

Anon. Raindrops' Ride. (Poetry by Grades: primary). Scribner

Rand, W. B. Wonderful World. (Posy Ring). Houghton

Stedman, E. C. What the Winds Bring. (Posy Ring). Houghton

Tennyson, Alfred. Little Birdie. ("Sea Dreams"; Open Sesame, v. 1). Ginn

Thaxter, Celia. Scarecrow. (Stories and Poems for Children). Houghton

4 Books suggested for children's reading

Baldwin, James. Fairy Stories and Fables. Amer. Book Co.

Brooks, Dorothy. Stories of Red Children. Educational

Brown, A. F. Pocket Full of Posies. Houghton

Cox, Palmer. Brownies: Their Book. Century

Craik, D. M. (Mulock). Fairy Book. Various editions

Dodge, M. M. Baby Days. Century

Dodge, M. M. When Life is Young. Century

Fox, F. C. Indian Primer. Amer. Book Co.

Godolphin, Mary. Aesop's Fables. Burt

Grover, E. O. Kitties and Cats. Houghton

Grover, E. O. Overall Boys. Rand

Holbrook, Florence. Hiawatha Primer. Houghton

Hopkins, W. J. Indian Book. Houghton

Hopkins, W. J. Sandman. Page

Jackson, H. M. H. Letters from a Cat. Little

Johonnot, James. Friends in Feathers and Fur. Amer. Book Co.

Johnson, Clifton. Fairy Tale Bears. Houghton

Lang, Andrew. Jack the Giant Killer. Longmans

Perrault, Charles. Sleeping Beauty in Fairy Tales. Dent

Lang, Andrew. Snow Man and Other Stories. Longmans

Lucia, Rose. Peter and Polly in Spring. Amer. Book Co.

May, Sophie. Little Prudy. Lothrop

Peabody, J. P. Book of the Little Past. Houghton

Perkins, L. F. Eskimo Twins. Houghton

Potter, Beatrix. Tale of Pigling Bland. Warne

Smythe, E. L. Reynard the Fox. Amer. Book Co.

Stevenson, R. L. Child's Garden of Verses. Various editions

Scudder, H. E. Book of Fables. Houghton

Sherman, F. D. Little Folk Lyrics. Houghton

Wiggin & Smith. Pinafore Palace. Doubleday

Readers suitable to the grade and any good collection of verse

5 Suggested material for the use of the teacher

Anderson, H. C. Fairy Tales. Various editions

Bailey, C. S. For the Children's Hour. Milton Bradley

Bailey, C. S. Tell Me Another Story. Milton Bradley

Bryant, S. C. Stories to Tell. Houghton

Bryant, S. C. Stories to Tell the Littlest Ones. Houghton
Bryce, C. T. That's Why Stories. Newson
Cabot, E. L. Ethics for Children. Houghton
Coe, F. E. * First Book of Stories. Houghton
Field, Eugene. Love Songs of Childhood. Scribner
Field, Eugene. With Trumpet and Drum. Scribner
Field, Eugene. Lullaby Land. Scribner
Grimm, J. W. L. & W. K. Fairy Tales, Lucas edition. Doubleday
Jacobs, Joseph. Fairy Tales. Putnam
Peabody, J. P. Book of the Little Past. Houghton
Perrault, Charles. Tales of Mother Goose. Heath
Perrault, Charles. Once Upon a Time.
Richards, L. E. Golden Windows. Little
Scudder, H. E. Fables and Folk Stories. Houghton
Skinner, E. L. Merry Tales. Amer. Book Co.
Grimm, J. W. L. & W. K. House in the Wood. Warne
Wiggin & Smith. Tales of Laughter. Doubleday

Third Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories to be used for reproduction and dramatization*

Mulock, D. M. Adventure of a Brownie. Various editions
Holbrook, Florence. Arachne. (Nature Myths). Houghton
Bailey, C. S. Old Man Rabbit's Thanksgiving Dinner. (For the Story Teller). Milton Bradley
Cooke, F. J. Why the Sea Is Salt. (Nature Myths). Flanagan
Goodlander, M. R. Snow White and Rose Red. (Fairy Plays for Children). Rand
Bailey, C. S. Little Hannibal's Christmas. (For the Story Teller). Milton Bradley
Bailey, C. S. Little Rabbit who Wanted Red Wings. (For the Story Teller). Milton Bradley
Williston, T. P. Wonderful Teakettle. (Japanese Fairy Tales, v. 1). Rand
Bailey, C. S. Hansel and Gretel. (Stories Children Need). Milton Bradley
Evans, L. B. Dick Whittington and His Cat. (Worth While Stories). Milton Bradley
Andersen, H. C. Ugly Duckling. (Fairy Tales). Various editions
Andersen, H. C. Brave Tin Soldier. (Fairy Tales). Various editions
Harris, J. C. Tar Baby. ("Uncle Remus", His Songs and His Sayings). Appleton
Hoxie, J. L. Fish or Frogs. (Kindergarten Stories). Milton Bradley
Lindsay, Maud. Dust Under the Rug. (Mother Stories). Milton Bradley
Stewart, Mary. David the Shepherd Boy. *(Tell Me a True Story). Revell
Skinner, E. L. Fishing Party. *(Merry Tales). Amer. Book Co.
Bailey, C. S. Rich Goose. *(For the Children's Hour). Milton Bradley

Bailey, C. S. Little Lad of Long Ago. *(For the Children's Hour). Milton Bradley

Bailey, C. S. Narcissus. *(For the Children's Hour). Milton Bradley

2 Poems to be memorized

a Miscellaneous poems

Aldrich, T. B. Marjorie's Almanac. (Nature in Verse). Silver

Brown, K. L. Dandelion. (Nature in Verse). Silver

Bjornson, B. Tree. (Nature in Verse). Silver

Cary, Phoebe. Don't Give Up. (Ballads for Little Folks). Houghton

Hogg, James. Boy's Song. (Nature in Verse). Silver

Jackson, H. H. September. (Nature in Verse). Silver

Peabody, J. P. Fir Tree.

Riley, J. W. Song. (Graded memory selections). Educational

Tabb, J. B. Brook Song.

Tennyson, Alfred. Snow Drops. (Poems by Grades: primary). Scribner

b Grade poet, Lucy Larcom

Brown Thrush

Rivulet

Calling the Violet

If I Were a Sunbeam

Berrying Song

Sing-Away, Bird

3 Poems to be read to the children

Butts, M. F. Winter Night. (Posy Ring). Houghton

Field, Eugene. Jest 'fore Christmas. (Eugene Field Book). Scribner

Gould, H. F. Jack Frost. (Posy Ring). Houghton

Hamilton. Chestnut Burr.

Hereford, Oliver. Thanksgiving Fable. (Posy Ring). Houghton

Howitt, Mary. Fairies of the Caldron Low. (Posy Ring). Houghton

Kipling, Rudyard. Pussy and Binkie. (Stories and Poems Every Child Should Know). Houghton

Riley, J. W. Boy's Mother. (Treasury of American Verse). Stokes

Wordsworth, William. Pet Lamb. (Open Sesame, v. 1). Ginn

Third Grade — Second Half Year

1 Stories to be used for reproduction and dramatization

Richards, L. E. Buttercup Gold. (Five Minute Stories). Estes

Skinner, E. L. Li'l Hannibal. (Merry Tales). Amer. Book Co.

Perrault, Charles. Sleeping Beauty. (Fairy Tales). Various editions

Saxe, J. G. Peasant Truth. (Riverside Third reader). Houghton

Wiggin & Smith. Bruce and the Spider. (Tales of Laughter). Doubleday

Bryant, S. C. Golden Cobwebs. (How to Tell Stories). Houghton

Barrie, J. M. Peter Pan. Barse

Willston, T. P. Woodcutter's Sake. (Japanese Fairy Tales, v. 1). Rand

Goodlander, M. R. Snow White and the Seven Dwarfs. (Fairy Tales and Plays). Rand

Harrison, Elizabeth. Discontented Mill Window. (In Storyland). Central

Harrison, Elizabeth. Princess on the Glass Hill. (Elsion Third Reader). Scott

Carpenter, E. J. Pandora. (Hellenic Tales). Little

Jacobs, Joseph. Three Wishes. (More English Fairy Tales). Putnam

Cabot, E. L. Lincoln's Kindness to Animals. (Ethics for Children) Houghton

Harris, J. C. Brother Rabbit's Story. (Riverside Third Reader). Houghton

- Bailey, C. S. Queer Baker. (Stories Children Need). Milton Bradley
 Williston, T. P. Tongue Cut Sparrow. (Japanese Fairy Tales, v. 1).
 Rand
 Bailey, C. S. Frog Prince. (Stories Children Need). Milton Bradley
 Skinner, E. L. How Olaf Brought the Brownie to Blednock. (Merry
 Tales). Amer. Book Co.
 Evans, L. B. Boyhood of George Washington. (Worth While Stories).
 Milton Bradley

2 Poems to be memorized

a Miscellaneous poems

- Brooks, Phillips. O Little Town of Bethlehem. (American Anthology).
 Houghton
 Cary, Alice. November. (Ballads for Little Folks). Houghton
 Emerson, R. W. Fable. (Posy Ring). Houghton
 Field, Eugene. Night Wind. (Graded Memory Selections). Educational
 Hereford, Oliver. A Thanksgiving Fable. (Posy Ring). Houghton
 Shakspeare, William. Greenwood Tree. ("As You Like It," Open Sesame,
 v. 1). Ginn
 Sherman, F. D. Shadows. (Little Folks Lyrics). Houghton
 Setoun, Gabriel. World's Music. (Book of Verse for Children). Holt
 Scollard, Clinton. Fraidie Cat. (Selections for Memorizing). Silver

b Grade poet, James Whitcomb Riley

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| Brook Song | Winter Fancies |
| Sudden Shower | Pansies |
| Yellow Bird | *Little Orphan Annie |
| *Raggedy Man | No Boy Knows |

3 Poems to be read to the children

- Allingham, William. Robin Redbreast. (Open Sesame, v. 1). Ginn
 Child, L. M. Thanksgiving Day. (Nature in Verse). Silver
 Moore, C. C. Visit from St Nicholas. (Open Sesame, v. 1). Ginn
 Longfellow, H. W. Hiawatha's Hunting. (Song of Hiawatha Poems).
 Houghton
 Riley, J. W. *Circus Day Parade. (Riley Child Rhymes). Bowen
 Setoun, Gabriel. Jack Frost. (Book of Verse for Children). Holt
 Thomas, E. M. Talking in Their Sleep. (Pieces for Every Occasion).
 Hinds
 Thaxter, Celia. Piccola. (Stories and Poems for Children). Houghton
 Vandergrift, Margaret. Sandman. (Posy Ring). Houghton
 Wordsworth, William. Alice Fell. (Children's Garland). Macmillan

4 Books suggested for children's reading

- Babbitt, E. C. Jataka Tales. Century
 Baldwin, James. Fairy Stories and Fables. Amer. Book Co.
 Baldwin, James. Another Fairy Reader. Amer. Book Co.
 Barrie, J. M. Peter Pan. Barse & Hopkins
 Bigham, M. A. Merry Animal Tales. Little
 Baum, L. F. Wonderful Wizard of Oz. Bobbs
 Bryce, C. T. That's Why Stories. Newson
 Burgess, T. W. Old Mother West Wind. Little
 Carryl, C. E. Davy and the Goblin. Houghton
 Collodi, Charles. Adventures of Pinocchio. Various editions
 Deming, E. W. Little Indian Folk. Stokes
 Dutton, M. B. In Field and Pasture. Amer. Book Co.

*The poems marked with an asterisk may be used for individual recitation only. It is not advisable to allow children to memorize the dialect poems to any great extent. The teacher may read these poems to the children for their enjoyment during the study of the poet.

- Eggleston, Edward. Great Americans for Little Americans. Amer. Book Co.
- Finley, W. L. Little Bird Blue. Houghton
- Foley, J. W. Boys and Girls. Hoskins
- Goldsmith, Oliver. History of Little Goody Two Shoes. Various editions
- Greenaway, Kate. Marigold Garden. Warne
- Holbrook, Florence. Book of Nature Myths. Houghton
- Jacobs, Joseph. Aesop's Fables. Macmillan
- Lang, Andrew. Little Red Riding Hood. Longmans
- Lucia, Rose. Peter and Polly. Amer. Book Co.
- May, Sophie. Little Prudy's Sister Susie. Caldwell
- Miller, O. T. Little Folks in Feathers and Fur. Dutton
- Morley, M. W. Bee People. McClurg
- Page, T. N. Tommy Trot's Visit to Santa Claus. Scribner
- Peabody, J. P. Book of the Little Past. Houghton
- Perkins, L. F. Japanese Twins. Houghton
- Perkins, L. F. Belgian Twins. Houghton
- Pyle, Katharine. Nancy Rutledge. Little
- Pyle, Katharine. Christmas Angel. Little
- Pyle, Katharine. Joyous Story of Toto. Little
- Pyle, Katharine. Pig Brother and Other Stories. Little
- Roadknight, Mrs. Old-fashioned Rhymes. Longmans
- Scudder, H. E. Book of Folk Stories. Houghton
- Snedden, G. S. Docas, the Indian Boy. Heath
- Shaw, E. R. Big People and Little People of Other Lands. Amer. Book Co.
- Schwartz, J. A. Five Little Strangers. Amer. Book Co.
- Williston, T. P. Japanese Fairy Tales, v. 1 and 2. Rand
- Wiggin & Smith. Tales of Laughter. Doubleday
- Wiggin & Smith. Story Hour. Houghton
- Good readers suited to the grade

5 *Suggested material for the use of the teacher*

- Bailey, C. S. For the Story Teller. Milton Bradley
- Bailey, C. S. For the Children's Hour. Milton Bradley
- Bailey, C. S. Stories Children Need. Milton Bradley
- Grimm, J. W. L. & W. K. Fairy Tales. Various editions
- Harris, J. C. Nights with Uncle Remus. Houghton
- Harrison, Elizabeth. In Storyland. Central
- Jacobs, Joseph. English Fairy Tales. Putnam
- Jacobs, Joseph. More English Fairy Tales. Putnam
- Judd, M. C. Wigwam Stories. Ginn
- Lucas, Elizabeth. Andersen's Fairy Tales. Dutton
- Kelly, Myra. Little Citizens. Doubleday
- Kipling, Rudyard. Kipling Reader. Appleton
- Lang, Andrew. Blue Fairy Book. Longmans
- Pratt, M. L. Stories of Colonial Children. Educational
- Pratt, M. L. Legends of Red Children. Amer. Book Co.
- Perrault, Charles. Fairy Tales. Various editions
- Richards, L. E. Golden Windows. Little
- Riley, J. W. Book of Joyous Children. Scribner
- Riley, J. W. Child Rhymes. Bowen
- Scudder, H. E. Book of Legends. Houghton
- Sherman, F. D. Little Folk Lyrics. Houghton
- Skinner, E. L. Merry Tales. Amer. Book Co.
- Stewart, Mary. Tell Me a True Story. Revell
- Tileston, M. W. Children's Treasure Trove of Pearls. Little
- Tileston, M. W. Child's Harvest of Verse. Little
- Wiggin & Smith. Tales of Laughter. Doubleday
- Wiggin & Smith. Posy Ring. Houghton

Fourth Grade — First Half Year

A considerable number of poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories to be used for reproduction*

- Slosson, A. T. Shut-up Posy. (Story Tell "Lib"). Scribner
 Bryant, S. C. Pied Piper. (How to Tell Stories). Houghton
 Baldwin. King Alfred and the Cakes. (Fifty Famous Stories). Amer.
 Book Co.
 Baldwin. King Alfred and the Beggar. (Fifty Famous Stories). Amer.
 Book Co.
 Baldwin. Cornelia's Jewels. (Fifty Famous Stories). Amer. Book Co.
 Bailey, C. S. Golden Touch. (Stories Children Need). Milton Bradley
 Bailey, C. S. Greenwood Hunter.
 Bailey, C. S. Robin Hood and Little John
 Bailey, C. S. How Robin became an Outlaw.
 Skinner, E. L. Robert of Huntington. (Tales and Plays of Robin Hood).
 Amer. Book Co.
 Skinner, E. L. Hans Who Made the Princess Laugh. (Riverside Third
 Reader). Houghton
 Francillon, R. E. Apollo and the Laurel. (Gods and Heroes). Ginn
 Kipling, Rudyard. Elephant's Child. (Stories and Poems Every Child
 Should Know). Houghton
 Kipling, Rudyard. How the Camel Got His Hump. (Stories and Poems
 Every Child Should Know). Houghton
 Baldwin, James. William Tell. (Fifty Famous Stories). Amer. Book
 Co.
 Baldwin, James. Grace Darling. (Fifty Famous Stories). Amer. Book
 Co.
 Francillon, R. E. Pan and Apollo. (Gods and Heroes). Ginn
 Baldwin, James. Gold in the Orchard. (Fifty Famous Stories). Amer.
 Book Co.
 Olcott, F. J. Wooden Shoes of Little Wolff. (Good Stories for Great
 Holidays). Houghton
 Olcott, F. J. Little Harweda or the Magic Prison. (Riverside Fourth
 Reader). Houghton

2 *Poems to be memorized*

a Miscellaneous poems

- Allingham, William. Fairies. (Book of Famous Verse). Houghton
 Browning, Robert. Year's at the Spring. (Poems You Ought to Know)
 Revell
 Dickinson. I'll Tell You How the Sun Rose.
 Field, Eugene. Blue Pidgeon. (Poems). Scribner
 Jackson, H. H. October. (Nature in Verse). Silver
 Key, F. S. Star Spangled Banner. (Open Sesame, v. 1). Ginn
 Lowell, J. R. Fountain. (Open Sesame, v. 1). Ginn

Miller, E. H. Bluebird. (Posy Ring). Houghton
 Nesbit, E. Little Brown Brother.
 Rossetti, C. G. There's Nothing Like the Rose. (Posy Ring). Houghton

b Grade poet, Henry W. Longfellow

Village Blacksmith	Rain in Summer
Children's Hour	Windmill
Arrow and the Song	Hiawatha's Sailing

3 Poems to be read to the children

Carroll, Lewis. Lobster Quadrille. (Posy Ring). Houghton
 Cooper, George. Bob White. (Poetry of the Seasons). Silver
 Fields, J. T. Owl Critic. (American Wit and Humor). Page
 Howitt, Mary. Birds in Summer. (Posy Ring). Houghton
 Longfellow, H. W. April Day. (Arbor Day Manual). Bardeen
 Longfellow, H. W. Hiawatha's Fishing. (Song of Hiawatha Poems).
 Houghton
 Longfellow, H. W. Hiawatha's Friends. (Song of Hiawatha Poems).
 Houghton
 Lowell, J. R. Singing Leaves. (Golden Numbers). Houghton
 Saxe, J. G. King Solomon and the Bees. (Golden Numbers). Houghton
 Thaxter, Celia. Christmas in Norway.

Fourth Grade—Second Half Year

1 Stories to be used for reproduction

Skinner, E. L. Robin Hood and Friar Tuck. (Tales and Plays of Robin Hood). Amer. Book Co.
 Skinner, E. L. Robin Hood and Allan-a-dale. (Tales and Plays of Robin Hood). Amer. Book Co.
 Mabie, H. W. Balder the Beautiful. (Norse Stories). Dodd
 Mabie, H. W. Jason and the Golden Fleece. (Norse Stories). Dodd
 Mabie, H. W. How Thor Found His Hammer. (Norse Stories). Dodd
 Mabie, H. W. Burning of the Rice Fields. (Riverside Third Reader).
 Houghton
 Lang, Andrew. Ali Baba and the Forty Robbers. (Arabian Nights).
 Longmans
 Lang, Andrew. Aladdin and his Magic Lamp. (Arabian Nights). Longmans
 Olcott, F. J. Bell of Atri. (Good Stories for Great Holidays). Houghton
 Andersen, H. C. Flax. (Fairy Tales). Various editions
 Bailey, C. S. Little Lad of Long Ago. (For the Children's Hour). Milton
 Bradley
 Evans, L. B. Race with the Flood. (Worth While Stories). Milton
 Bradley
 Thompson-Seton, Ernest. Origin of the Bluebird. (Wood Myth and Fable). Century
 Eastman, C. A. Badger and the Bear. (Smoky Day's Wigwam Evenings).
 Little
 Eastman, C. A. Raccoon and the Bee Tree. (Smoky Day's Wigwam Evenings). Little
 Priary & Stebbins. Sunken City. (Sunken City and Other Stories).
 Little
 Alden, R. M. Knights of the Silver Shield. (Why the Chimes Rang and Other Stories). Bobbs
 Lang, Andrew. Enchanted Horse. (Arabian Nights). Longmans
 Evans, L. B. Betty Zane. (Worth While Stories). Milton Bradley
 Dasent, G. W. East of the Sun and West of the Moon. (Popular Tales from the Norse). Putnam

2 Poems to be memorized

a Miscellaneous poems

- Browning, E. B. Child's Thought of God. (Open Sesame, v. 1). Ginn
 Carman, Bliss. Daisies. (Home Book of Verse). Holt
 Loveman, Robert. April Rain. (Home Book of Verse). Holt
 Moore. Morning Hymn.
 Nesbit. Song of the Flag.
 Shakspeare, William. Under the Greenwood Tree. (Open Sesame, v. 1). Ginn
 Tabb, J. B. Fern Song. (Posy Ring). Houghton
 Tate, Nahum. While Shepherds Watched Their Flocks. (Open Sesame, v. 1). Ginn
 Wordsworth, William. To a Butterfly. (Listening Child). Macmillan

b Grade poet, Celia Thaxter

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| Sandpiper | Robin's Rain Song |
| Wild Geese | The Scarecrow |
| Spring | Nikolina |
| March | The Sparrows |

3 Poems to be read to the children

- Bryant. Planting of the Apple Tree. (Golden Number). Houghton
 Carroll, Lewis. Walrus and the Carpenter. (Book of Verse for Children). Holt
 Cone, H. G. Fairy Tale.
 Cary, Phoebe. Leak in the Dike. (Best Selections, v. 5). Penn
 Kipling, Rudyard. Camel's Hump. (Golden Staircase Poems). Putnam
 Southey, Robert. Inchcape Rock. (Poetry for Children). Houghton
 Tennyson, Alfred. Winter. (Listening Child). Macmillan
 Trowbridge, J. T. Evening at the Farm. (Golden Numbers). Houghton
 Westwood, Thomas. Little Bell. (Open Sesame, v. 1). Ginn
 Whittier, J. G. Red Riding Hood. (Graded Memory Selections). Educational
 Wordsworth, William. We Are Seven. (Golden Numbers). Houghton

4 Books suggested for children's reading

- Baldwin, James. Fifty Famous Stories. Amer. Book Co.
 Baldwin, James. Thirty Famous Stories. Amer. Book Co.
 Brown, A. F. Lonesomest Doll. Houghton
 Brown, H. D. Little Miss Phoebe Gay. Houghton
 Browne, Francis. Granny's Wonderful Chair. McLoughlin
 Barrie, J. M. Peter Pan in Kensington Gardens; illus. by Rackham. Scribner
 Bayliss, Clara. Lalomi, the Little Cliff Dweller. Public School
 Burnett, F. H. Editha's Burglar. Estes
 Burnett, F. H. Sara Crewe. Scribner
 Burt, M. E. Poems Every Child Should Know. Doubleday
 Carroll, Lewis. Alice in Wonderland. Various editions
 Carroll, Lewis. Through the Looking Glass. Various editions
 Carter, M. H. Stories of Brave Dogs. Century
 Crompton, M. Famous Legends. Century
 DeFoe, Daniel. Robinson Crusoe. Various editions
 Deming, E. W. Indian Child Life. Stokes
 Dopp, K. E. Early Cave Men. Rand
 Dopp, K. E. Tree Dwellers. Rand
 Foster & Cummings. Asgard Stories. Silver
 Grimm, J. W. L. & W. K. Household Stories. Various editions
 Hale, E. E. Arabian Nights. Ginn
 Harris, J. C. Little Mr Thimblefinger. Houghton

Harraden, Beatrice. Things Will Take a Turn. Altemus
 Hawthorne, Nathaniel. Wonder Book. Various editions
 Henderson, A. C. Andersen's Best Fairy Tales. Rand
 Jackson, H. H. Letters from a Cat. Little
 Jacobs, Joseph. English Fairy Tales. Putnam
 Jacobs, Joseph. More English Fairy Tales. Putnam
 Judd, M. C. Wigwam Stories. Ginn
 Kingsley, Charles. Water Babies. Various editions
 Kipling, Rudyard. Just So Stories. Doubleday
 Lang, Andrew. Blue True Story Book. Longmans
 Mabie, H. W. Norse Stories. Dodd
 Macdonald, George. Princess and the Goblin. Lippincott
 Maeterlinck, Georgette. Bluebird for Children. Silver
 Mulock, D. M. Little Lame Prince. Various editions
 Otis, James. Toby Tyler. Harper
 Perkins, L. F. Eskimo Twins. Houghton
 Perkins, L. F. Japanese Twins. Houghton
 Purdy, N. S. Four-Leaf Clover. Small
 Perrault, Charles. Fairy Tales. Various editions
 Richards, L. E. Five Little Mice. Estes
 Valentine, L. J. Aunt Louisa's Book of Fairy Tales. Warne
 Warren, M. L. Manabozha, the Great White Rabbit. Rand
 Wiggin, K. D. Fairy Ring. Gresset
 Wiggin, K. D. Story of Patsy. Houghton
 Wiggin, K. D. Magic Casements. Gresset
 Foster & Cummings. Osgard Stories. Silver
 Forty Famous Fairy Tales. Putnam
 Good readers suited to the grade

5 *Suggested material for the use of teachers*

Bailey, C. S. For the Story Teller. Milton Bradley
 Bailey, C. S. Stories Children Need. Milton Bradley
 Baldwin, James. Fifty Famous Stories. Amer. Book Co.
 Bryant, S. C. How to Tell Stories. Houghton
 Klapper, F. T. Teaching English. Appleton
 Eastman, C. A. Smoky Day's Wigwam Evenings. Little
 Francillon, R. E. Gods and Heroes. Ginn
 Haliburton & Smith. *Teaching Poetry in the Grades. Houghton
 Houghton, L. S. Telling Bible Stories. Scribner
 Kipling, Rudyard. Just So Stories. Doubleday
 Longfellow, H. W. Poems. Houghton
 Lovejoy, M. I. Poetry of the Seasons. Silver
 Lovejoy, M. I. Nature in Verse. Silver
 Lucas, E. V. Book of Verses for Children. Holt
 Olcott, F. J. Good Stories for Great Holidays. Houghton
 Shedlock, M. L. Art of the Story Teller. Appleton
 Slosson, A. T. Story Tell "Lib." Harper
 Stewart, Mary. Tell Me a True Story. Revell
 Tappan, E. M. Old, Old Story Book. Houghton
 Thaxter, Celia. Poems. Houghton
 Wiggin & Smith. Posy Ring. Houghton
 Wyche, R. T. Some Great Stories and How to Tell Them. Newson

Fifth Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the

pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories to be used for oral reproduction*

- Richards, L. E.** Golden Windows. (Golden Windows). Little
Shedlock, M. L. Hafiz, the Stone Cutter. (Art of the Story Teller).
 Appleton
Lyman, Edna. Solomon, Come to Judgment. (Story Telling). McClurg
Bryant, S. C. Billy Beg and His Bull. (How to Tell Stories). Houghton
Alden, R. M. Why the Chimes Rang. (Why the Chimes Rang and Other
 Stories). Bobbs
Alden, R. M. Brook in the King's Garden. (Why the Chimes Rang and
 Other Stories). Bobbs
Alden, R. M. Hunt for the Beautiful. (Why the Chimes Rang and Other
 Stories). Bobbs
Alden, R. M. In the Great Walled Country. (Why the Chimes Rang and
 Other Stories). Bobbs
Mabie, H. W. How Odin Brought the Mead. (Norse Stories). Dodd
Andersen, H. C. Wild Swans. (Fairy Tales). Various editions
Shedlock, M. L. Two Frogs. (Art of the Story Teller). Appleton
Warren, M. L. Robin Hood and the Queen. (Robin Hood). Rand
Bailey, C. S. Nahum Prince. (Stories Children Need). Milton Bradley
Evans, L. B. Antonio Canova. (Worthwhile Stories). Milton Bradley
Stockton, F. R. Old Pipes and the Dryad. (Fanciful Tales). Scribner
Stewart, Mary. Story of Joseph. (Tell Me a True Story). Revell
Warren, M. L. King Arthur Stories. (King Arthur). Rand

2 *Poems to be memorized*

a Miscellaneous poems

- Cunningham, Allen.** Sea Song. (Golden Numbers). Houghton
Hemans, F. D. Landing of the Pilgrims. (Heroic Ballads). Ginn
Holmes, O. W. Old Ironsides. (Golden Numbers). Houghton
Jackson, H. H. Down to Sleep. (Golden Numbers). Houghton
Longfellow, H. W. Builders. (Graded Memory Selections). Educational
Milton, John. Evening in Paradise. (Golden Numbers). Houghton
Preston, M. J. First Thanksgiving Day. (Poems of American History).
 Houghton
Southey, Robert. Night. (Golden Numbers). Houghton

b Grade poet, John Greenleaf Whittier

- | | |
|-------------------|---------------------------------|
| Barefoot Boy | Snow Bound (first five stanzas) |
| Barbara Frietchie | In School Days |
| Corn Song | Red Squirrel |
| Valuation | Huskies |

3 *Poems to be read to the children*

- Carryl, C. E.** Cruise of the Window Blind. (Nonsense Anthology).
 Scribner
Cowper, William. Nightingale and the Glow Worm. (Poetry of the
 Seasons). Silver
Holmes, O. W. Opening of the Piano. (Poems). Houghton
Longfellow, H. W. Paul Revere's Ride. (Poems). Houghton
Phelps, E. S. Did You Speak?
Riley, J. W. Out to Old Aunt Mary's. (Riley Child Rhymes). Bowen
Saxe, J. G. Blind Man and the Elephant. (Poems). Houghton
Taylor, Bayard. Night with a Wolf. (Golden Numbers). Houghton

Fifth Grade — Second Half Year

1 *Stories to be used for reproduction*

- Warren, M. L. King Arthur Stories. (King Arthur and His Knights). Rand
- Martin, W. C. The Winning of a Sword. (Story of King Arthur). Storytellers
- Martin, W. C. Sir Gareth, the Kitchen Boy
- Martin, W. C. The Quest of the Holy Grail
- Martin, W. C. The Adventure of Launcelot of the Lake
- Martin, W. C. Death of King Arthur
- Lanier, Sidney. A Great Feast and a Great Battle. (Story of King Arthur). Scribner
- Shedlock, M. L. Arthur in the Cave. (Art of the Story Teller). Appleton
- Bailey, C. S. Kingly Children. (Stories Children Need). Milton Bradley
- Bryant, S. C. Nightingale. (How to Tell Stories). Houghton
- Scudder, H. E. Flying Dutchman. (Book of Legends). Houghton
- Bailey, C. S. Princess and the Pea. (Stories Children Need). Milton Bradley
- Bailey, C. S. Cowherd Brother. (Stories Children Need). Milton Bradley
- Bailey, C. S. The Greedy Shepherd. (Stories Children Need). Milton Bradley
- Baldwin, James. Horatius at the Bridge. (Fifty Famous Stories). Amer. Book Co.
- Stewart, Mary. David and Goliath. (Tell Me a True Story). Revell
- Wyche, R. T. Beowulf, who Conquered the Dragon. (Some Great Stories). Newson
- Dasent, G. W. True and Untrue. (Popular Tales from the Norse). Putnam
- Tappan, E. M. Columbus Discovers America. (Old World Heroes). Houghton
- Evans, L. B. St George and the Dragon. (Worthwhile Stories). Milton Bradley
- Jacobs, Joseph. King John and the Abbot of Canterbury. (More English Fairy Tales). Putnam

2 *Poems to be memorized**a Miscellaneous poems*

- Howe, J. W. Battle Hymn of the Republic. (Golden Numbers). Houghton
- Keats, John. Morning. (Poetry of the Seasons). Silver
- Kingsley, Charles. Farewell. (Golden Numbers). Houghton
- Lamb, Charles. Housekeeper. (Golden Numbers). Houghton
- Longfellow, H. W. Psalm of Life. (Poems). Houghton
- Pierpont. Warren's Address. (Golden Numbers). Houghton
- Shakspere, William. Good Name in Man or Woman. (Open Sesame, v. 1). Ginn
- Swett, S. M. Blue Jay. (Posy Ring). McClure
- Tennyson, Alfred. Christmas. (Household Book of Poetry). Appleton
- Wordsworth, William. Written in March. (Analytical Elocution). Amer. Book Co.

b Grade poet, Robert Burns

- | | |
|-------------|---------------------|
| Sweet Afton | To a Mountain Daisy |
| Bannockburn | Auld Lang Syne |

3 *Poems to be read to the children*

- Browning, Robert. Pied Piper. (Golden Numbers). Houghton
- Cowper, William. John Gilpin. (Poetry for Children). Houghton
- Johnson, Ben. Noble Nature. (Golden Numbers). Houghton

Morris, G. P. Woodman. Spare that Tree. (Golden Poems). McClurg
 Moore, Thomas. Minstrel Boy. (Golden Numbers). Houghton
 Riley, J. W. Knee Deep in June. (Choice Readings). McClurg
 Sir Patrick Spens. Old Ballad. (Golden Numbers). Houghton
 Tennyson, Alfred. Charge of the Light Brigade. (Golden Numbers).
 Houghton
 Trowbridge, J. T. Charcoal Man. (Choice Readings). McClurg
 Whittier, J. G. How the Robin Came. (Poems). Houghton

4 Books suggested for children's reading

Alcott, L. M. Under the Lilacs. Little
 Baldwin, James. Hero Tales Told in School. Scribner
 Baldwin, James. Old Stories of the East. Amer. Book Co.
 Baldwin, James. Gulliver's Travels Retold. Amer. Book Co.
 Baylor, F. C. Juan and Juanita. Houghton
 Bull, J. B. Fridtjof Namsen. Heath
 Burks, F. W. Barbara's Philippine Journey. World Book Co.
 Burnett, F. H. Little Lord Fauntleroy. Scribner
 Carpenter, E. J. Hellenic Tales. Little
 Church, A. J. Illiad for Boys and Girls. Macmillan
 Church, A. J. Odyssey for Boys and Girls. Macmillan
 DeFoe, Daniel. Robinson Crusoe. Various editions
 Eastman, C. A. Wigwam Evenings. Little
 Ewing, J. H. Jackanapes. Various editions
 Gueber, H. A. Legends of the Middle Ages. Amer. Book Co.
 Gordy, W. F. Stories of American Explorers. Scribner
 Hale, L. P. Peterkin Papers. Houghton
 Hart, A. B. Colonial Children. Macmillan
 Hawthorne. Tanglewood Tales. Various editions
 Holland, R. S. Historic Boyhoods. Jacobs
 Holland, R. S. Historic Girlhoods. Jacobs
 Kipling, Rudyard. Jungle Books. Doubleday
 Lagerlof, S. O. L. Wonderful Adventures of Nils. Doubleday
 Lang, Andrew. Story of Joan of Arc. Dutton
 Lang, Andrew. Tales of Troy and Greece. Longmans
 Lansing, M. F. Life in the Greenwood. Ginn
 Lucas, E. V. Old Fashioned Tales. Stokes
 McFee, L. N. Little Tales of Common Things. Crowell
 Martin, G. M. Abbie Ann. Century
 Otis, James. Toby Tyler. Harper
 Page, T. N. Two Little Confederates. Scribner
 Peabody, J. P. Old Greek Stories. Houghton
 Perkins, L. F. Cave Twins. Houghton
 Perkins, L. F. Irish Twins. Houghton
 Pier, A. S. Boys of St Timothy's. Scribner
 Pyle, Howard. King Arthur and His Knights.* Scribner
 Pyle, Katherine. Nancy Rutledge. Little
 Scollard, Clinton. Boy's Book of Rhymes. Browning
 Saunders, M. M. Beautiful Joe. Amer. Baptist
 Sewell, Anna. Black Beauty. Various editions
 Seton-Thompson, Ernest. Lobo, Rag and Vixen. Scribner
 Seton-Thompson, Ernest. Wild Animals I Have Known. Scribner
 Spyri, Johanna. Heidi. Various editions
 Starr, Frederick. American Indians. Heath
 Stoddard, W. O. Little Smoke. Appleton
 Tappan, E. M. When Knights Were Bold. Houghton
 Tabb, J. B. Child Verse.* Small
 Wiggin, K. D. Bird's Christmas Carol. Houghton
 Wiggin, K. D. Timothy's Quest. Houghton
 Wiggin & Smith. Golden Numbers. Doubleday

Wiggin & Smith. Arabian Nights Entertainments. Scribner
 Wyss, J. D. Swiss Family Robinson. Various editions
 Good readers suited to the grade

5 *Suggested material for the use of teachers*

Alden, R. M. Why the Chimes Rang and Other Stories. Bobbs
 Andersen, H. C. Fairy Tales. Various editions
 Bailey, C. S. Stories Children Need. Milton Bradley
 Bryant, S. C. How to Tell Stories. Houghton
 Burns, Robert. Poems. Houghton
 Dasent, G. W. Popular Tales from the Norse. Putnam
 Evans, L. B. Worthwhile Stories. Milton Bradley
 Lanier, Sidney. Boy's King Arthur. Scribner
 Lyman, E. Storytelling. McClurg
 Mabie, H. W. Norse Stories. Dodd
 Macleod, Mary. King Arthur and His Knights. Burt
 Marshall, H. E. Stories of Beowulf. Dutton
 Pyle, Howard. Merry Adventures of Robin Hood. Scribner
 Ragozin, Z. A. Tales of Heroic Ages. Putnam
 Scudder, H. E. Book of Legends. Houghton
 Shedlock, M. L. Art of the Storyteller. Appleton
 Stevenson, B. E. Days and Deeds, a Book of Verse. Doubleday
 Stevenson, B. E. Days and Deeds, a Book of Prose. Doubleday
 Stewart, Mary. Tell Me a True Story. Revell
 Tappan, E. M. Poems and Rhymes, v. 9, Children's Hour. Houghton
 Warren, M. L. King Arthur and His Knights. Rand
 Wordsworth, William. Poems. Houghton
 Wyche, R. T. Some Great Stories and How to Tell them. Newson

Sixth Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

I *Stories to be used for reproduction*

Martin, W. C. The Adventures of Tristram. (Story of King Arthur).
 Storyteller
 Martin, W. C. Adventures of Geraint with the Sparrow Hawk. (Story of
 King Arthur). Storyteller
 Martin, W. C. Coming of Galahad. (Story of King Arthur). Storyteller
 Martin, W. C. Passing of Arthur. (Story of King Arthur). Storyteller
 Bryant, S. C. Fulfilled, Legend of Christmas Eve. (How to Tell Stories).
 Houghton
 Bailey, C. S. Robert of Sicily. (Stories Children Need). Milton Bradley
 Wilde. Happy Prince. (Happy Prince). Various editions
 Lyman, Edna. Monk and the Bird's Song. (Story Telling). McClure
 Lyman, Edna. Where Love Is. (Story Telling). McClure
 Bryant, S. C. Leak in the Dike. (How to Tell Stories). Houghton
 Olcott, F. J. Nail. (Good Stories). Houghton
 Andersen, H. C. Pine Tree. (Fairy Tales). Various editions

- Tappan, E. M. Christmas Surprise. (American Hero Stories). Houghton
 Gallaher, J. L. Lincoln's Kindness to a Disabled Soldier. (Best Lincoln
 Stories). Donohue
 Kipling, Rudyard. Camel's Hump. (Stories and Poems Every Child
 Should Know). Houghton
 Scudder, H. E. Image and the Treasurer. (Book of Legends). Houghton
 Olcott, F. J. Master of the Harvest. (Good Stories). Houghton
 Irving, W. Rip Van Winkle. (Sketch Book). Putnam
 Alden, R. M. Bag of Smiles. (Why the Chimes Rang). Bobbs
 Sly, W. J. Mayflower and the Pilgrims. (World Stories Retold). Jacobs

2 Poems to be memorized

a Miscellaneous selections

- DeLisle, Roger. Translation of the Marseillaise. (Open Sesame, v. 2).
 Ginn
 Emerson, R. W. Concord Hymn. (Golden Numbers). Houghton
 Hunt, Leigh. Abou Ben Adhem. (Open Sesame, v. 1). Ginn
 Riley, J. W. Boy Patriot. (Book of Joyous Children). Scribner
 Sangster, M. E. Our Flag
 Shakspeare, William. Orpheus with his Lute. (Golden Numbers). Houghton
 Stevenson, R. L. At Morning. (Recitations for Assembly and Classroom).
 Macmillan
 Tennyson, Alfred. Throstle. (Songs of Nature). McClure
 Van Dyke, Henry. America for Me.

b Grade poet, Rudyard Kipling

Children's Song from Puck of Pook's Hill
 If
 Together
 L'Envoi "When earth's last picture is painted"
 Law of the Jungle
 Roll down to Rio
 White Man's Burden

3 Poems to be read to the children

- Adams, J. Q. Wants of Man. (Emerson's Parnassus). Houghton
 Cornwall, Barry. Sea. (Golden Numbers). Houghton
 Emerson, R. W. Snowstorm. (Golden Numbers). Houghton
 Gilbert, W. S. Yarn of the Nancy Bell. (Steps to Oratory). Amer.
 Book Co.
 Whittier, J. G. Pipes at Lucknow. (Golden Numbers). Houghton
 Proctor, A. A. Legend of Bregenz. (Heroic Ballads). Ginn
 Montgomery, James. Arnold Winkelried. (Arbor Day Manual). Bardeen
 Montgomery, James. Chevy Chase. (Golden Numbers). Houghton
 Stedman, E. C. Hand of Lincoln. (American Anthology). Houghton
 Wordsworth, William. Lucy Gray. (Posy Ring). Houghton

Sixth Grade — Second Half Year

1 Stories to be used for reproduction

- Bryant, S. C. Last Lesson. (How to Tell Stories). Houghton
 Shedlock. Blue Rose. (Art of Telling Stories). Appleton
 Ruskin, John. King of the Golden River. (King of the Golden River).
 Various editions
 Bates, K. L. Chanticleer and the Fox. (Canterbury Tales). Rand
 Olcott, F. J. Revenge of Coriolanus. (Good Stories). Houghton
 Coe, F. E. Feast of the Lanterns. (Second Book of Stories). Houghton

- Baldwin, James. Master of the Land. (Old Stories of the East). Amer. Book Co.
- Baldwin, James. Harvest of the Nile. (Old Stories of the East). Amer. Book Co.
- Baldwin, James. Shepherd Boy Who Became King. (Old Stories of the East). Amer. Book Co.
- Wiggin & Smith. Story of Aladdin. (Arabian Nights). Scribner
- Rouse, W. H. D. Story of Aladdin. (Arabian Nights). Dutton
- Lang, Andrew. Story of Aladdin. (Arabian Nights' Entertainments). Longmans
- Tappan, E. M. Stories from the Odyssey. (Old World Hero Stories). Houghton
- Church, A. J. Stories from the Odyssey. (Stories from Homer). Crowell
- Church, A. J. Stories from the Odyssey. (Odyssey for Boys and Girls). Macmillan
- Marvin, F. S. (Adventures of Odysseus). Dutton
- Baldwin, James. Story of George Washington. (Four Great Americans). Amer. Book Co.
- Gordy, W. F. Story of George Washington. (American Leaders and Heroes). Scribner
- Holland, R. W. Story of George Washington. (Historic Boyhoods). Jacobs
- Baldwin, James. Stories of Abraham Lincoln. (Four Great Americans). Amer. Book Co.
- Bolton, Sarah. Stories of Abraham Lincoln. (Poor Boys Who Became Famous). Crowell
- Holland, R. W. Stories of Abraham Lincoln. (Historic Boyhoods). Jacobs
- Kingsley, Charles. Stories of Theseus. (Heroes). Various editions
- Baldwin, James. Crossing the Rubicon. (Thirty More Famous Stories). Amer. Book Co.
- Tappan, E. M. Caesar, the First Emperor. (Old World Hero Stories). Houghton
- Jacobs, Joseph. Miller, His Son and Their Donkey. (English Fairy Tales). Putnam
- Bailey & Lewis. Little Cosette. (For the Children's Hour). Milton Bradley
- Olcott, F. J. Thunder Oak. (Good Stories for Great Holidays). Houghton

2 Poems to be used for appreciative study and memorizing

a Miscellaneous poems

- Aldrich, T. B. Before the Rain. (Golden Numbers). Houghton
- Bennett, H. H. Flag Goes By. (Golden Numbers). Houghton
- Bryant, W. C. To a Fringed Gentian.* (Poems). Various editions
- Bryant, W. C. Yellow Violet. (Poems). Various editions
- Byron, Lord. Destruction of Sennacherab. (Golden Numbers). Houghton
- Cary, Alice. Work. (Nature in Verse). Silver
- Finch, F. M. Blue and the Gray. (Poems of American Patriotism). Page
- Longfellow, H. W. Excelsior. (Poems). Houghton
- Taylor. Dare to Do Right
- Wotton, Henry. Lord of Himself. (Lyra Heroica). Scribner

b Grade poet, Sir Walter Scott

- Hie Away from Waverly
- Soldier Rest (from the Lady of the Lake)
- Lochinvar (from Marmion)
- Jock O' Hazeldean
- Spindle Song (from Guy Mannering)
- Waken Lords and Ladies Gay
- Christmas in England (from Marmion)
- Parting of Douglas and Marmion

3 Poems to be read to the children

- Cary, Alice. Pictures of Memory. (Choice Readings). McClurg
 Emerson, R. W. Rhodora. (Golden Numbers). Houghton
 Goldsmith, Oliver. Deserted Village. (Poems). Harpers
 Holmes, O. W. Height of the Ridiculous. (Poems). Houghton
 Lowell, J. R. What Is so Rare as a Day in June? (Poems). Houghton
 Longfellow, H. W. Wreck of the Hesperus. (Poems). Houghton
 Longfellow, H. W. Santa Filomena. (Poems). Houghton
 Kipling, Rudyard. Song of the Banjo. (Stories and Poems Every Child Should Know). Houghton
 Kipling, Rudyard. Fuzzy Wuzzy. (Stories and Poems Every Child Should Know). Houghton
 Kipling, Rudyard. Lord Lovel. (Listening Child). Macmillan

4 Books suggested for children's reading

- Aanrud, Hans. Lisbeth Longfrock. Ginn
 Alcott, L. M. Little Men. Little
 Alcott, L. M. Little Women. Little
 Aldrich, T. B. Story of a Bad Boy. Houghton
 Baldwin, James. Sampo. Scribner
 Barbour, R. H. Crimson Sweater. Century
 Burroughs, John. Squirrels and Other Fur Bearers. Houghton
 Diaz, A. M. William Henry Letters. Lothrop
 Dodge, M. M. Donald and Dorothy. Century
 Eggleston, Edward. Hoosier Schoolboy. Scribner
 Eastman, C. A. Indian Scout Tales. Little
 Frost, W. H. Knights of the Round Table. Scribner
 Grant, Robert. Jack Hall. Scribner
 Hayes, I. I. Cast Away in the Cold. Lothrop
 Jackson, H. H. Nelly's Silver Mine. Little
 Jewett, S. O. Betty Leicester. Houghton
 Jewett, S. O. White Heron. Houghton
 Johnson, Rossiter. Phaeton Rogers. Scribner
 Kingsley, Charles. Water Babies (told by Amy Steedman). McLoughlin
 Lamb, Charles & Mary. Tales of Shakespeare. Various editions
 Lang, Andrew. Blue Poetry Book. Longmans
 Long, W. J. Secrets of the Woods. Ginn
 MacDonald, George. Light Princess. Putnam
 Nicolay. Boy's Life of Abraham Lincoln
 Munro. Campmates
 Pyle. King Arthur and His Knights
 Pyle. Otto of the Silver Hand
 Thurston. Torch Bearer
 Wiggin & Smith. Arabian Nights' Entertainments
 Good readers suited to the grade

5 Suggested material for teachers

- Baldwin, James. Golden Age
 Bailey, C. S. Stories Children Need. Milton Bradley
 Bryant, S. C. How to Tell Stories. Houghton
 Bates, K. L. Canterbury Tales
 Church, A. J. The Odyssey for Boys and Girls. Macmillan
 Kipling, Rudyard. (Stories and Poems Every Child Should Know). Houghton
 Kipling, Rudyard. Jungle Books. Doubleday
 Kipling, Rudyard. Kipling Reader. Doubleday
 Lyman, Edna. Story Telling. McClurg
 Olcott, F. J. Good Stories. Houghton
 Scott, Walter. Poems

Stevenson, B. E. Days and Deeds, a Book of Verse

Stevenson, B. E. Days and Deeds, a Book of Prose

Tappan, E. M. Poems and Rhymes. Houghton

Wiggin & Smith. Golden Numbers. Houghton

CHARACTER OF ENGLISH INSTRUCTION IN THE SEVENTH AND EIGHTH GRADES

Whether or not grades 1 to 6, and grades 7-8 are organized separately, there should be a distinct difference between the general character and purpose of English instruction in these divisions of the school system. Differences in the instruction and organization of the elementary school (grades 1-6) and the intermediate school (grades 7-9), arising from the changing nature and interests of the child and from economic pressure, are familiar to all students of educational problems. There is a natural division in English teaching corresponding to this accepted principle of school organization.

The joint committee on the reorganization of high school English appointed by the National Education Association and by the National Council of English Teachers has prepared the following statement of what "normal children may be expected to do when they have reached the close of the sixth grade."

1 To express clearly and consecutively, either in speech or in writing, ideas which are entirely familiar to them.

2 To avoid, both in speech and in writing, gross incorrectness of grammar.

3 To compose and mail a letter, using a form acceptable for general purposes.

4 To spell the vocabulary which they commonly write and to make sure of new or doubtful words.

5 To read silently and after one reading to reproduce the substance of a simple story, news item, or lesson.

6 To read aloud readily and intelligibly news items from the school paper, lessons from the textbooks being used, or literature of such difficulty as "Paul Revere's Ride" or Dickens' "Christmas Carol."

7 To quote accurately and understandingly several short poems, such as Bennett's "The Flag Goes By" and Emerson's "The Mountain and the Squirrel."

8 To make intelligent use of ordinary reference books.

Everyone will understand that such an outline is in no sense to be regarded as a course of study in English nor as a complete summary of all that children should and do gain from the study of reading and composition. The more fundamental and far-reaching results, which can be expressed only in terms of character, are here only implied. They come, moreover, if they come at all, from the entire life of the school, not from a single study. Nevertheless, teachers of experience will see at a glance that it will require a well-organized and efficiently administered course to establish, not merely in the exceptional child, but in all normal children, the habits set forth in the eight items mentioned above. For the true test of such habits is that they assert themselves regularly, not merely under the special conditions of a school examination.

The work outlined in this syllabus for grades 1-6 leads directly to the attainments specified in the preceding paragraphs with the exception of the attainments in spelling and reading. Courses of

study in these subjects are not at present included in this syllabus. The course in oral and written composition will under normal conditions give the ability to express familiar ideas clearly and consecutively in speech or writing. Incidental drill in connection with composition and drill in corrective English as indicated from grade to grade will lead the pupil to avoid gross incorrectness of grammar. The minimum requirements of the fourth, fifth and sixth grades include the writing of simple letters according to a form acceptable for general purposes. Oral and silent reading with reproduction of thought of the degree of difficulty indicated, the memorizing of poetry and the use of ordinary reference books are all a part of the course of study as outlined.

The attainments in composition and literature outlined in preceding paragraphs as minimum requirements are confined to small units of speech or writing and of reading. The child who can compose orally or in writing a paragraph of medium length and read understandingly and appreciatively a simple poem or prose article of a few verses or pages respectively is considered to have completed the minimum requirements of the sixth grade in language and literature. He is not yet ready, however, to deal with extensive units of composition or of reading. He has, so to speak, barely learned to use English as a tool in expressing his own thoughts or in grasping the thoughts expressed by others in writing.

The English work of the seventh and eighth years in composition and in literature is to compose and to read in increasingly larger units, to apply more and more extensively the fundamental ability to read and to compose small units, which was acquired in the earlier grades. In composition this means the development of power in handling subjects which require more careful organization, and treatment in some instances at least in more than one paragraph. In reading or literature it means the reading of more and longer works which continue, however, to be simple in thought and in organization. To correspond to the broadening interests of the developing children of the upper grades or the intermediate school a wider range of subjects is introduced in the reading of these years. This corresponds also to the accepted purposes of the intermediate school to continue necessary drill upon fundamentals but to keep the child in school at this critical time by presenting interesting content and to offer him wide choice of subject matter with the purpose of helping him find himself.

In the intermediate school should come also whatever of formal grammar is to be taught. This should grow naturally out of the incidental drill on correct forms in composition and the corrective English as outlined in the course of study for the elementary schools. It should be supplemented by application to more difficult constructions in the high school.

In general the fundamental purposes of English instruction in the elementary school (1-6), the intermediate school (7-9) and the high school (10-12) seem to be respectively (1) to teach the use of English as a tool; (2) to afford practice in the use of this tool extensively but simply; (3) to afford practice in the use of this tool in more complex and difficult workmanship, always with due regard to expression of the pupil's real self, and the development of his appreciation of the interesting, the beautiful and the good in life as interpreted by literature.

ORAL AND WRITTEN COMPOSITION, CORRECTIVE ENGLISH AND GRAMMAR, GRADES 7 AND 8

Seventh Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) and the section on grammar (page 60) are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete sentences.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To strengthen the sentence sense and discourage the superfluous use of *and*, *then* and *so*, but with a definite effort to secure proper transition as a means of increasing fluency.

7 To continue emphasizing orderly arrangement of sentence material with much attention to

Written

1 To secure mastery of the technicalities assigned for this year and to emphasize those already taught.

2 To require equally good written English in all classes in which writing is done.

3 To insist upon neatness, good arrangement, good penmanship and correct spelling in all written work.

4 To secure the sentence sense and strengthen the paragraph sense by requiring numerous brief compositions each of which should show a definite beginning, middle and end.

5 To continue developing the ability to write and address short familiar or business letters. These should show an increase in difficulty of assignment over those written in the preceding year.

Oral

developing ability to stick to the point and to show a definite beginning, middle and end.

8 To cultivate the desire to speak well.

*Written**Minimum Requirements*

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Eight well-constructed sentences on a familiar topic arranged in logical order and showing no errors of any kind, the whole having a definite beginning, middle and end.

2 The recitation from memory, with clear, distinct voice and intelligent expression, of any two selections of moderate length memorized during the year.

3 The ability to read aloud clearly and intelligently selections from the literature assigned for this year.

1 Eight well-constructed sentences on a familiar topic, grouped into paragraphs if the nature of the subject requires, written without errors.

2 A friendly or business letter, addressed and written without errors.

Sources of material:

Good citizenship

Personal responsibility, courtesy

Noteworthy national and foreign events

Current inventions and discoveries

Articles read in periodicals

Ethics, good manners and good form

Literature, history, natural science, gardening, shop work

Picture study

Dramatization

Original stories and poems

Anecdotes, jokes

Personal experiences

Reports of local events

Model letters and compositions

Lectures, concerts, good plays or moving pictures
 Current events
 Biographies
 Arguments
 Book reviews
 Socialized recitations

Oral Composition — First Half Year

See fifth and sixth years.

One period a week should be devoted to formal talks given by pupils before the class. These talks should be carefully prepared but should not be memorized, though it is permissible to memorize a closing sentence to avoid a weak ending.

The habit of correct oral expression must be formed through all recitations and not through language alone. Pupils should learn that their statements must be definite and complete. The teacher should rarely supply part of the pupil's answer or statement and should not in this or other grades encourage indistinct speech by repeating pupils' answers. Application of simple grammatical principles to common errors of speech should be made whenever possible. A short period each day should be devoted to corrective drills and exercises. It is well to drill not only upon the correct form of expressions misused, but also to teach the use of convenient expressions; as, *nevertheless, on the other hand, other things being equal, as a rule*, etc. These may be saved as they occur in reading lessons. (See page 11.)

There should also be class discussion of slang, its origin and influence upon language. The fact that its frequent use usually indicates an impoverished vocabulary should be emphasized.

The class in or out of school may constitute a "Better Speech Club" with a weekly meeting at which speech errors noted at home, at school, or in the street, may be commented upon and corrected. The names of the persons who made the errors should not, of course, be mentioned. The club should have officers and the club meeting should be properly conducted. A committee may be appointed each week to collect errors. Other members who note errors may turn them over to the committee. The propriety of expressions about which there is doubt may be discussed. Voice and posture errors should receive their share of comment. Such a club may be formed in any of the grammar grades and, under the guidance of an able teacher, can do valuable work.

Pupils should assist in arranging programs for special days and occasions. An appointed committee may be allowed to arrange a program without the assistance of the teacher, though it should be submitted to her for final approval.

The exercise in the reproduction of articles after only *one* reading should be continued. This gives good training in attention and concentration.

Oral reproduction from outlines should be given without assistance from the teacher. Pupils should criticize one another's work. Dependence upon the teacher should be discouraged.

The following suggestions for oral invention are in addition to those given earlier in the course:

- 1 The amplification of a fable, a proverb, a newspaper headline.
- 2 The elaboration of a topic chosen from some other course of study; as, an imaginary meeting with some noted character in history or fiction, the story of a loaf of bread, the story of an oak table, etc.

Continue vocal drill and declamation.

Written Composition — First Half Year

Continue work of the sixth year. In this year there should be less written reproduction than formerly, but an increased amount of original work. Pupils should be required to give orally and in writing condensations or summaries of articles they have read.

Assignments for written invention should usually be made from topics that have previously been discussed in oral lessons. However, not all oral exercises will be continued in writing, and frequently pupils will be asked to write rapid spontaneous articles on familiar topics without immediate oral preparation. The opening paragraph or paragraphs of an interesting bit of literature may be read and the pupils requested to finish it.

Letter writing should include various kinds of informal social correspondence as suggested in the introduction. Letters written in one lesson may be answered in another. Pupils may write from the point of view of another person; a character in history or fiction, or one living in a foreign land. Letters may include simple descriptions, persuasion, or explanations of processes; as, (1) a girl writes to an uncle she has never seen, describing herself so that her uncle will be able to recognize her at a railway station; (2) a boy writes to a friend telling him how to raise celery; (3) a boy at board-

ing school writes to his mother a letter in which he tries to persuade her to let him play football.

Numerous business letters should be written; as, a letter applying for a position, a letter ordering goods, a letter asking for the correction of an error in the filling of an order, etc.

Some outlining should now be done independently.

Continue copying, dictation and writing from memory.

Technicalities:

1 Arrangement

The outline

2 Language

a Capitals

Review

b Punctuation

Semicolon before introduction to an example; as,

Colon before a list of particulars

3 Use of dictionary and reference books

a Abbreviations used in defining words; as, a., v., adv., v. t., v. i., conj., sing., plu.

b Exercises in opening dictionary promptly to a given word

(1) The dictionary may be divided roughly into thirds by the following rhyme: A to E, F to P, Q to Z.

c Syllabication (pupils should have had much practice in the spelling classes in dividing words orally into syllables.)

Oral Composition — Second Half Year

See first half year.

There should be continuation and enlargement of all previous practices in good usage, with the purpose of establishing the pupil as firmly as possible, in acceptable speech habits. Give special attention to the elimination of redundant introductory words; as, *now, why, say, listen*.

The weekly informal talks should be continued. There may be occasionally some simple work in debate, the topics suggested by history, current events or school life. To save time and promote courtesy, a few simple parliamentary rules should be taught.

There should be informal discussions of those rules of courtesy and simple rules of etiquette which the average child in this grade needs to know: good manners and simple good form at school, on

the street, in church, in the theater or lecture hall, on a train or trolley car, at home, at table, at a party, on a visit. Children are conventional. They desire to know "the proper thing to do," but are timid about asking; so that class discussion of the foregoing topics will do more than merely provide interesting material for oral composition.

Written Composition — Second Half Year

Continue the work of the first half year, with some increase in difficulty of assignments. This does not necessarily mean an increase in length of written exercises. Short, frequent themes should be the rule. Quality is to be sought, not quantity.

Technicalities :

1 Language

a Punctuation

- (1) Comma to separate parts of a compound sentence
- (2) Commas to separate parenthetical expressions from rest of the sentence

b Abbreviations

l., p., pp., ch., vs.

Types of Compositions

These type compositions are merely illustrative. They are not designed for use in the classroom so far as their content is concerned. The letter *forms* shown below may, however, be *used as models*.

Oral

A War Garden

There is a war garden in the field beside our school. We have played ball in this field ever since the school was built, so we were sorry to see it plowed up. The president of the board of education sent us a message that we were not to injure the garden. He need not have done that. Everyone in this school knows enough to keep out of a garden unless he can help in it. Even the kindergarten children know that. We are all interested in seeing the vegetables grow.

A Lesson for Tommy

Ever since I was seven years old I have made all the beds in our house. There are five beds. I can do it very quickly now, but when I was little it was hard to reach across the big beds and make them smooth. My brothers sleep together. Once when I had made their bed nicely, Tommy hopped right into the middle and stirred it all

up. After he had gone I made the bed over. I made Ned's side all nice and smooth but left Tommy's side even worse looking than he had. He laughed about it, but I think it taught him a lesson.

Written

A Letter Describing the Writer

432 Midland Avenue
Edgemere, New York
October 18, 1918

Dear Uncle John:

You are very kind to offer to meet me, since Auntie can not. Since you have never seen me, I will tell you how I shall look so that you may know me at the station. It would be dreadful if you took the wrong girl home and gave her all the good times you have promised me.

I am small for thirteen and rather thin. My hair and eyes are brown, and my nose has brown freckles to match. My mouth is rather big, but I have nice teeth. I shall wear a dark blue hat with a pink rose on it, a blue serge dress, pink coral beads, and high brown shoes. My travelling bag is brown.

Mother sends love to you and auntie, and I do, too.

Your affectionate niece
Marian Carter

Address on envelop
Mr John G. Curtiss
50 Norwood Avenue
Newton Center
Massachusetts

A Letter of Application

576 Church St.
White Plains, N. Y.
June 30, 1918

Messrs Davis & Lord
976 Main St.
White Plains, N. Y.

Gentlemen:

Please consider me an applicant for the position of office boy which you advertised in last night's "Standard."

I am fourteen years of age and am a graduate of the Ferris School. My last report card, which I inclose, shows my standing

in spelling and arithmetic. This letter is a specimen of my penmanship. As to experience, for the past two summers I have worked for the Redmond Drug Co.

I have permission to refer you to Miss Rose Burton, principal of the Ferris School, and to Mr Ralph C. Leslie, manager of the Redmond Drug Co.

I hope you will consider my application favorably.

Very truly yours

Michael L. Alberts

Address on envelop

Messrs Davis and Lord

976 Main St.

White Plains, N. Y.

A Trying Moment

I usually study my lessons but if I fail to do so I am almost always caught. One day I had not prepared anything for the oral English period. The reason for this seemed more important the evening before than it did when I heard Miss Leigh call my name. I walked to the front of the room racking my brain. As I faced the class I could see broad grins on the faces of some of my classmates who knew I was not prepared. I thought of pretending to faint but, as I had never seen anyone do it, I didn't know whether to fall backward, forward, or in a heap. Just then, with a loud and very beautiful clang, the fire bell began to ring. When the fire drill was over, the English period was over, too, and I was saved.

Corrective English — Grade 7

Drill upon the forms

Attack, attacked, have attacked

Drill upon

With whom

Of whom

To whom

To him and me

With you and me

Whom do you hear?

Whom did you send?

Emphasize

He *doesn't*, not he *don't*.

Distinguish between the use of the adjective and the adverb:
 "He sings *well*," not "He sings *good*"; "She looks *beautiful*," not
 "She looks *beautifully*."

Avoid the present tense of *to say* in reporting conversations:
 "Then he said," not "Then he says."

Teach *Shall I?* and *Shall we?* not *Will I?* and *Will we?*

Distinguish between the use of

Should and *would*

Fewer and *less*

Further and *farther*

Between and *among*

Lead and *led*

Drill upon the correct use of the compound personal pronoun:
 not "She and myself did it."

Drill upon the agreement of pronoun with antecedent, especially
 "Everyone must do *his* own work," not "Everyone must do their
 own work."

Drill upon the correct use of *without* and *unless*.

Drill upon the agreement of subject and verb when phrase inter-
 venes: a number of boys *was* in the room, not a number of boys
were in the room.

Drill upon the correct form for misplaced modifier.

Drill on pronunciation of *rinse*, *theater*, *guardian*, *licorice*, *athlete*,
wrestle.

Grammar

During this year, a more intensive study of the sentence, and of
 the parts of speech should be insisted upon. The pupil should be
 taught to classify sentences; to distinguish, readily, between sen-
 tences and clauses; between clauses and phrases. The course in
 grammar should include only what will aid in the correct everyday
 use of the language. By making *use* the determining factor, much
 of the terminology and many formal rules and classifications hereto-
 fore deemed to be essential may safely be eliminated.

First Half Year

- 1 Review sentences classified as to their use; parts of speech given
 previous year.
- 2 As in the previous year, there should be daily drill and prac-
 tice in building sentences from the material of each lesson.
 Emphasis should be continued on the fact that a sentence
 must give expression to some thought

- 3 A detailed study of the adjective: (a) definition, (b) comparison
- 4 The adverb: (a) definition, (b) comparison
- 5 Appositives
- 6 Complements: direct object
- 7 Transitive and intransitive verbs
- 8 Copulative verbs and their complements: (a) nouns and pronouns in the predicate, (b) adjectives in the predicate
- 9 Active and passive voice of verbs. Drill on changing from one to the other, but no work is expected on conjugation
- 10 The indirect object
- 11 The objective complement (factitive object)
- 12 Independent elements. Review interjections and vocatives; *yes* and *no*; the expletive *there*
- 13 Analysis of easy sentences

Second Half Year

- 1 The clause: (a) definition, (b) classified as (1) independent (main or principal), (2) dependent (subordinate)
- 2 Clauses:
 - a adjective — some words introducing adjective clauses; practice in interchanging adjectives, adjective phrases and adjective clauses
 - b adverbial — some words introducing adverbial clauses

Note: At this point it may be well to point out that the words "when" and "where" sometimes introduce adjective clauses. Practice in interchanging adverbial phrases and clauses.

- c Noun clauses used as (1) subject, (2) direct object of a verb (some verbs commonly followed by noun clauses), (3) object of a preposition, (4) appositive, (5) in the predicate.

Note: Attention is called to the fact that when a sentence contains a noun clause and no other dependent clause, the whole sentence is the main clause.

- 3 The sentence classified as to form: (a) simple, (b) complex, (c) compound
- 4 The conjunction: (a) coordinate, (b) subordinate

Note: Correlative conjunctions may be taught at this time.

- 5 The analysis of simple sentences containing not more than two phrases; of complex sentences containing not more than one subordinate clause; of compound sentences containing not more than two clauses.

Eighth Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) and the section on grammar (page 60) are to be considered a part of the course of study for this grade. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete sentences.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To continue emphasis upon recognition of the sentence unit and upon ability to secure transition by means of related words and proper connectives.

7 To continue emphasis upon orderly arrangement and upon ability to stick to the point and to begin and end definitely.

8 To cultivate the desire to speak well.

Written

1 To secure mastery of the technicalities assigned for this year and of those already taught.

2 To require equally good written English in all classes in which writing is done.

3 To insist upon neatness, good arrangement, good penmanship and correct spelling in all classes in which writing is done.

4 To secure the sentence sense and to continue the development of the paragraph sense by requiring numerous brief compositions, each of which should show a definite beginning, middle and end.

5 To continue practice in the writing and addressing of familiar and business letters.

Minimum Requirement

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Eight or ten short sentences on a familiar topic, developed through two or more paragraph units, if necessary, and containing no errors of any kind, the whole showing a definite beginning, middle and end.

2 The recitation from memory, with clear, distinct voice and intelligent expression, of any two selections of moderate length memorized during the year.

3 The ability to read aloud clearly and intelligently selections from the literature assigned for this year.

1 Eight or ten sentences on a familiar related topic, arranged in paragraphs if necessary, and written without error. The whole should show a definite beginning, middle and end.

2 A short, familiar or business letter, written and addressed without error.

3 The ability to write correctly from dictation five or six lines of prose suited to this grade.

4 The ability to spell "The Hundred Spelling Demons."

Sources of material:

See preceding year

Good citizenship

Loyalty and patriotism

Literature, history and other subjects studied

Descriptions

Explanations

Reports of lectures, concerts, good plays and moving pictures,
local happenings

Humorous anecdotes

Local, national and foreign news

Current inventions and discoveries

Picture studies

Original stories and poems

Dramatizations

Book reviews

Biographies

Arguments

Memorizing

Socialized recitations

Oral Composition — First Half Year

See seventh year.

One period each week should be given to formal talks by the pupils.

The debate, which is taken up slightly and informally in the seventh grade, should now be considered more earnestly. In presenting an argument, the pupil, after careful preliminary preparation, should begin with a clear statement of the position taken, followed by explanations or illustrations to make still clearer the speaker's point of view. Next should follow the arguments stated clearly and in good order. Such debates should be brief and upon simple topics. The teacher may act as chairman or some member of the class may be appointed. Pupils should rise for permission to speak and wait for recognition from the chair. The teacher should offer criticisms at the close of the debate but should endeavor not to discourage the debaters. As debatable questions arise in other classes, such differences of opinion should be given an opportunity for expression, if time will permit. Recognition of those simple rules of debate which have been taught should be insisted upon.

In history and other subjects there should be the beginning of reference study. Pupils should be assigned topics to investigate. The report of the readings or other investigations will furnish valuable material for oral expression. The appointment of class leaders, weekly or oftener, whose duty it is to select topics and to assign them will create a pleasant rivalry and retain class interest.

Recitations in the seventh and eighth grades should be left, whenever possible, in the care of the pupils. If they feel that the teacher holds them responsible for the success of a recitation, they will prepare for it.

Declamation of memorized selections should be continued in this as in other grades. Every effort should be made to obtain suitable vocal interpretation and careful posture. Care should be taken to avoid encouraging artificial and exaggerated delivery.

Pupils may dramatize plays they have written or other suitable material. If a play is studied as literature, various scenes may be acted. Such exercises offer excellent practice in the arts of speech. Opportunity for invention may be given by occasional impromptu dramatization. The following topics are suggestive:

A conversation at a baseball game between a girl who does not understand baseball and her brother, who does.

A conversation between two women at a bargain counter.

A conversation at a soda fountain between two little boys who have only five cents between them.

Such exercises should be brief and definitely limited as to time.

Regular drill in the correction of common errors should be given. There should be drill in the use of such expressions as *his coming*, *not so good as*, *I should have liked to go*. Errors in pronunciation that are not the result of bad habit but of ignorance in regard to particular words should be corrected by means of the dictionary.

Written Composition — First Half Year

The suggestions under written composition in the seventh grade should apply in the eighth grade.

At the beginning of the year the teacher should know what her pupils have been taught in previous years and should then test their knowledge to learn what parts of the work must be amended or done over. Her standard must, however, be that of the seventh year, not of the eighth. Frequently a teacher is discouraged with her pupils in the fall and passes this discouragement on to them because she is unconsciously comparing them with the pupils who left her in June — an unfair comparison. When pupils are found deficient in any of the fundamentals, they must be instructed and drilled until the deficiency has been supplied.

As advance work there should be continuation of the effort to produce more varied sentence structure, to substitute frequently the more smoothly-flowing complex sentence for the short, rather abrupt simple sentence. In this connection the teacher who plans well will be able to correlate grammar and composition.

There should be an effort to infuse into the themes written a few touches of what is commonly known as *style*. The pupils should have learned already the value of the interesting opening and closing sentence. The fact that inverted or transposed sentences give variety and that a succession of short sentences may give an effect of speed may be learned from examples in literature read by the class. Especially effective words should be observed. The teacher may write on the board a paragraph strong in choice of words, omitting some of the most effective words, and let the children write out the paragraph with the blanks filled. Their written efforts may then be compared with those of the author, with class discussion.

This effort to obtain effectiveness should be made by suggestion rather than by special direction. The children should not be told

in so many words to write a paragraph with inverted sentence or effective words. Such an order would kill interest and produce artificiality and "fine writing." They should read fine models and their attention should be called to the way in which effects are produced. They are, in other words, to be exposed to good writing with the hope that it will take, but when they write each child should be permitted, provided he obeys the fundamental rules, to say what he has to say in the way that seems best to him.

In the writing of description, the child should be taught to adhere to his point of view whether it be movable or stationary. He should learn from examples that the first sentence or sentences should give the general impression of the thing to be described and that details should follow.

Before writing an explanation, he should record the principal questions that a person would ask who wished to be informed on that special topic. By arranging these questions in logical order he will have provided himself with an outline to follow.

The work in reproduction may frequently be done without immediate oral reproduction. It may be combined with invention. For example, one of the following assignments might be given to a class that had been reading *The Man without a Country*, or *The Lady of the Lake*:

Was Nolan justly punished? Give your opinion, with reasons.

Imagine that you attended the ball on board the Warren. Write to a friend an account of Nolan's conversation with Mrs Graff.

Imagine that you are James Fitz-James. Describe Ellen as you first saw her.

Imagine that you are Ellen Douglas. Give an account of your first meeting with James Fitz-James.

Brief reports, as for a newspaper, may be written of various local events; as, a ball game, a glee club concert, a parade, the visit to school of some noted person, etc.

The writing of both friendly and business letters should be continued.

Pupils should take an active part in correcting papers. They may occasionally exchange papers and indicate such types of errors as they have been told to look for. It is best to arrange that poor writers should exchange with good writers, though this need not be made unpleasantly evident. Papers corrected by pupils should always be examined by the teacher before being returned to the original writers.

Work in dictation, copying and writing of selections from memory should be continued.

Technicalities:

1 Arrangement

2 Language

a Capitals

Rule for capitalizing a title. (Heretofore pupils have followed the rule: *Capitalize the first word and all important words in a title.* They may now adopt the more specific rule: *Capitalize the first word in a title and all other words except prepositions, conjunctions and articles.*)

b Punctuation

(1) Comma with words, phrases or clauses placed out of their natural order

(2) Comma with appositives

3 Use of dictionary and reference books

a Synonyms, antonyms

b Use of index and table of contents

c Use of encyclopedia

Oral Composition — Second Half Year

See first half year.

The weekly formal talks should be continued.

In this half year there should be a concentration upon the elimination of weak spots in order to round out the entire course. It is not necessary to do everything that has been suggested, but it is important that what is done should be done well. It is the teacher's duty to give her pupils what they need, not necessarily what she thinks they ought to know.

Oral Composition — Second Half Year

Continue work outlined in first half. In the last half year there should be a concentration upon the elimination of weak spots in order to round out the entire course.

Types of Compositions

These type compositions are merely illustrative. They are not designed in any way for use in the classroom.

*Oral***A Book I Have Enjoyed**

A book that I have enjoyed is "The Secret Garden" by Frances H. Burnett. It is the story of a little English boy who was very delicate. Because everyone thought him weak and sickly, he never tried to do the things that healthy children do. He thought he could not play. At last two other children found the way into a secret garden and took him there every day when he was out for an airing. As there was no one to stop them, they taught the sickly boy to walk and run about and play. His father came home from a journey and found the boy strong and well. The mystery about the secret garden makes the story especially interesting.

An Argument Against Buying Class Pins

The eighth grade class should not buy class pins. Such pins are of no practical value either as an evidence of graduation, or for actual use. If we complete the course, our diploma and our presence on the stage at commencement will show that we have done so, while a member of the class who does not graduate may buy a pin if he wishes. So far as actual use is concerned a safety pin is more practical. Class pins are of little sentimental value. We shall soon become interested in graduating from high school or in earning a living and forget to wear the pins. I went to a reunion of last year's class on Friday night and six of them had lost their pins already. The buying of class pins is an extravagance. People in the class who can't afford them will feel that they must buy them if the class votes to do that. Since class pins are of no practical value, are soon lost or forgotten, and take money that is needed for more important things, the eighth grade class should not buy them.

*Written***Philip Nolan was Unjustly Punished**

Philip Nolan was unjustly punished in being sentenced never to hear the name of his native land again. It must be remembered that he was not sentenced for cursing the United States but for being willing to conspire against her. If Aaron Burr, who had been the leader of the conspiracy, was not found guilty by the Supreme Court of the United States, surely his subordinate should not have been considered so. Nolan was young. This, his unfortunate early education, and his previous good record make any punishment for life seem oversevere in his case. His punishment was unjust because it was unconstitutional. The Constitution of the United States declares that no one shall be punished in a cruel or unusual way.

Any punishment that absolutely shuts a man off from all communication with home and friends is cruel. I do not need to prove that Nolan's punishment was unusual. This is self-evident. Therefore, I think Philip Nolan was unjustly punished.

The Quiet Island

Our house is a jolly but rather racketty place. Everybody in the family likes to make a good deal of noise; that is, everybody but me. There are eight of us altogether, counting my father and mother. Someone is always singing, or playing the piano, or telling a funny story, or making the dog "talk." When anything disturbs one of the twins they both yell like Indians. So when I go to bed at night, which is the only quiet time, I pretend that I am on a lonely desert island. I lie on my back on the sand and look up at the blue, blue sky, where little white clouds are floating. Gulls fly over, dipping down toward the sea. The waves come in quietly and make a sound like "Hush-sh-sh" as they wash back over the sand. I am sure there is a spring on the island and a log house with provisions but I always go to sleep before I can look for them. Then morning comes and another noisy day begins.

Corrective English — Grade 8

Drill upon the use of *so* in negative expressions, not *so* strong instead of not *as* strong.

Drill upon proper uses of *got*.

Drill upon correct uses of *shall* and *will* in (a) simple declarative sentences, (b) questions, (c) subordinate clauses.

Drill upon the correction of the dangling participle, "Walking to school, a furniture wagon broke down."

Drill upon the tense of the infinitive: "I meant to write last month," "I ought to have written long ago."

Drill upon the correct use of *some* and *somewhat*.

Drill upon the use of the present tense for present facts and unchangeable truths.

Drill upon number of verb with collective noun as subject.

Drill upon the possessive case before a gerund: "Please excuse my not coming today."

Drill upon explanatory and restrictive clauses.

Drill upon the correct use of comparative and superlative degree.

Drill upon the correct use of the pronoun in the following cases: "He knew that it was *I*," "He knew it to be *me*."

Drill systematically on any persistent errors appointed for elimination in previous years.

Drill on pronunciation of *mischievous*, *recognize*, *aeroplane*, *architect*.

Grammar

Do not spend time in formal parsing or in elaborate diagramming of sentences. The conjugation of the verb *to be* should be insisted upon. The conjugation of verbs through the indicative mode may be taught, if deemed important. But the time allotted to grammar will be used most effectively if devoted to much drill upon proper forms and correct usage. The following statement from the report of the committee of the National Council of Teachers of English on the "Articulation of the Elementary Course in English with the Course in English in the High School," well expresses the views now held by progressive teachers with reference to formal grammar in the grades:

The elementary school should emphasize grammar in the sense of correct use and the little grammar taught should be constructive throughout. Constant application of the principles learned should be made in drills in the correction of faults found in the pupil's own composition. Complicated and unusual expressions should be avoided and emphasis should be laid upon those forms and principles that will be most effective in forming the habit of correct usage.

First Half Year

1 Review clauses and parts of speech

2 Inflection of nouns, pronouns

- a* Gender
- b* Number
- c* Person
- d* Case

Note: It is recommended that little attention be paid to the so-called inflection of nouns but later much drill should be given on the pronouns that are inflected for case. Only a brief consideration should be given to gender and number.

3 Complement case

- a* Subject
- b* Predicate nominative
- c* Vocative (direct address)
- d* Apposition

4 Objective case

- a* Direct object of verb
- b* Object of a preposition

- c* Objective complement
- d* Indirect object
- e* Appositive

5 Possessive case

Note: The pupils will have learned the spelling and use of the possessive much earlier.

6 Pronouns classified

- a* Personal, declension
- b* Relative, declension
- c* Interrogative
- d* Adjective pronouns
 - (1) Demonstrative
 - (2) Indefinite

Note: Give much drill on the correct use of the inflected pronouns.

Second Half Year

I Verbs

- a* Classification as to
 - (1) Form, regular and irregular
 - (2) Meaning, transitive and intransitive
 - (3) Use, principal and auxiliary
- b* Person
- c* Number

Note: Teach the conjugation of the verb *to be* with especial reference to person and number.

d Agreement

Note: Give constant drill to eliminate common errors in agreement as, *he don't, they was*, etc.

e Tense

- (1) Present, past, future
- (2) Present perfect, past perfect, future perfect

Note: Drill until pupils recognize easily and quickly the time element.

f Principal parts

Note: Drill on irregular verbs commonly misused; as, *go, sit, set, lie, lay, eat, come, do, see, break, speak, freeze, rise, begin, drink, ring, sing, sink, swim, throw, know, grow, show, draw, take, drown*.

g Review voice

h Subjunctive forms in common use

i Correct use of *shall* and *will*

- 2 Verbals, treated as parts of speech according to their use in sentences
 - a The infinitive; its uses
 - (1) As a noun
 - (2) As an adjective
 - (3) As an adverb
 - b The participle, present and perfect
 - (1) Its nature and use
 - c The gerund (drill on the use of the possessive before the gerund)
- 3 The participial phrase
- 4 Analysis of sentences with constant drill in both oral and written work. It is recommended that for *this* purpose only easy sentences shall be selected.

LITERATURE, GRADES 7 AND 8

The following is from the report of the committee on reorganization of English in secondary schools:

Both the pupil's reading in grades 7 to 9 and the teacher's guidance of that reading naturally divide into two distinct phases. A few tried pieces of high order may well be read in class sympathetically, for content and beauty, and at the same time simpler works should be read by the pupils individually and for the most part at home. The classroom work will stimulate and help to control the outside reading and this in turn tend to develop the desired habit of reading freely and wisely. There will be suggested methods appropriate to each of these forms of the teacher's work.

CLASSROOM METHOD

1 Fundamental is the comprehension of the meaning of the work as a whole, and of the contribution of its various parts to that meaning. In narrative this involves an understanding of the cause-and-effect relationship between the various incidents and between character and action, a study that often culminates in the perception of some pervading principle governing human life. As to order of procedure, in the case of many shorter forms it is advisable to begin with an oral reading that carefully preserves the spirit of the work and to follow this reading with a discussion of the more important interpretative details. In the case of the longer works it is usually necessary to examine first the successive sections and then by a rapid review to unify these into a compact whole. It is important to avoid the two extremes (1) of merely reading the work without any adequate comprehension of its message, and (2) of entering into labored analysis. What constitutes an effective middle between these extremes must be settled independently by each teacher for each work on the basis of (1) the difficulty of the writing and (2) the needs and mood of the class.

2 Stimulation of the imaginative and emotional faculties of the pupil is mainly dependent upon inducing him to identify himself in thought with the writer and (in narrative) with the characters. He must be led for the time to see and to feel as did the writer, or to hope or fear, to despair or triumph, as do the characters in the play or story. To this end more than to any other must the teacher's interpretative powers be bent, for if he fails in this, the work can not rise above the mediocre. As a means of securing this attitude of mind, the pupil may, for instance, be asked to visualize a scene orally without glancing at the text, the test in such a case being consistency with the author's conception, and not mere repetition of details held in memory from the reading; or he may be asked to talk or write upon a situation parallel with that in the text, but drawn from his own experience, real or imagined; or he may take part in arranging and enacting some simple dramatizations.

3 The teacher should be equipped with various types of additional information for various types of writings. Such are: additional features of background, human and otherwise, for foreign scenes; details concerning the life and conceptions of the peoples who produced such primitive forms of literature as "The Odyssey" or "The Song of Roland"; and anecdotes illustrating the personalities of the authors. Such detailed methods, however, as are involved in the presentation of a play of the time of Shakspeare have in general no place in the work of these grades.

4 In the reading of poetry special attention should be paid to the cultivation of a keen ear for the lilt of the verse. In the earlier part of this three-year course the chief reliance must be upon the pupil's sense of rhythm as stimulated by contact with a teacher skilled in oral interpretation, but toward the end of the three years he should perhaps be ready for a knowledge of the use of the four principal feet as obtained by the analysis of very simple and regular lines of verse and by making verses of his own.

5 Some of the passages read should be committed to memory, the passages being assigned by the teacher, or selected by the class as a whole, or left to the choice of the individual members of the class. The method of memorizing is important. If pupils will read aloud the passages selected, once or twice a day thoughtfully for a couple of weeks, they will find they have unconsciously mastered them. Passages so memorized will be remembered much longer than those learned in shorter sections day by day. Several repetitions of such passages at gradually lengthening intervals will be necessary to insure their permanent retention. Memorizing should follow, not precede, a clear perception of the progress of the thought of the selection.

6 Grammatical analysis and word study are valuable aids in determining the meaning of a given passage, and should be used whenever necessary for that purpose. Their introduction into the literature hour for any purpose other than this, however, is to be deplored. Other uses, essential and vital, they have; but these should be given another place in the English course.

MEANS OF ENCOURAGING AND TESTING HOME READING

Home reading should be encouraged and guided by every means the teacher can devise. Each teacher should make from the books and magazines that are or can be made available a list for each grade sufficiently long and varied to permit the pupils of the class to choose books and magazines within their individual taste and grasp. The reading should be classified into such main groups as long stories, short stories, biography, travel, popular science, current events, poetry, and drama. While large individual choice should be allowed, each pupil should be required to delve into several fields like the above.

An effective means of stimulating interest and of helping pupils to choose their reading intelligently consists in having each pupil

give to the class a short oral account of some book or article that he has found particularly interesting. Such an exercise has the added advantage of a real motive and calls for skill in the case of a story in that the pupil must avoid telling so much as to defeat his purpose; namely, that of arousing interest in the story. Allowing different members of the class who are unfamiliar with the story to finish it as they think it ought to end not only leads them to want to read for themselves to discover the real ending, but also affords excellent practice in imaginative narrative. Instead of giving the plot of a story the pupil may select a striking or amusing episode, a vivid description, an interesting character, or other impressions or opinions.

The cooperation of the school or town librarian is invaluable in encouraging and guiding reading. The list of books suitable for the grade may be posted in the library rather than in the classroom, as a bait in luring the pupils to the library, where the librarian may accomplish wonders.

No list should be regarded as complete. The pupils should be encouraged to discuss with the teacher any reading outside of the list. Even the teacher's occasional borrowing of a book recommended by a pupil establishes friendly confidence between teacher and pupil and encourages others to read in order that they too may lend.

Devices such as these, aside from encouraging home reading, enable the teacher to know the reading habit of the pupil and incidentally to test the amount of reading done. Monthly statements of reading and short personal conferences have their place, but the former should not be obtrusive.

When all is said and done, however, the teacher who knows his books and his pupils, who is constantly alert to suggest enthusiastically the book or article that will interest the individual pupil, never fails of success in this important part of his work.

The following lists of selections for reading are intended to be largely suggestive. Each teacher should have some freedom in the selection of the literature to be studied by her class. In order to avoid repetition in the work an assignment has been made for each term. In order to have seasonable material for each half year, it may be necessary for a teacher to substitute in her list, a poem or selection from the previous or the following list. Teachers are advised to make these changes whenever necessary; however, when such a change is planned the teacher should confer with the teachers of the previous and the following grades in order to avoid repetition of the study of the selection.

Some work in the memorizing of the poems should be done each term. Since children commit to memory easily at this time, teachers

should interest the children in this phase of literary study. Some poems should be learned as a whole, but in many instances it will be found to be of more value to learn parts of poems in connection with the study of the poem as a whole. Teachers should endeavor to form in the children the habit of memorizing the choice bits of all literature studied.

Seventh Grade — First Half Year

The requirement in literature for the first half of the seventh year is the reading of three units from lists A and B, at least one unit to be selected from each of these lists; and the memorizing of two selections from the list indicated for this purpose. In group A one title and in group B three titles constitute a unit.

List A

Aldrich, T. B. Story of a Bad Boy. Houghton
 Burnett, F. H. Secret Garden. Stokes
 Clemens, S. L. Prince and the Pauper. Harper
 Dickens, Charles. Christmas Stories. Various editions
 Kipling, Rudyard. Captains Courageous. Doubleday
 Wiggin, K. D. Rebecca of Sunnybrook Farm. Houghton
 Burroughs, John. Bird Stories. Houghton
 Burroughs, John. Squirrels and Other Fur Bearers. Houghton

List B

Browning, Robert. Herve Riel. (Golden Numbers). Houghton
 Garrison, Theodosia. Soul of Jeanne d' Arc.
 Holmes, O. W. Contentment. (Poems). Houghton
 Holmes, O. W. Deacon's Masterpiece. (Poems). Houghton
 Holmes, O. W. Old Ironsides. (Poems). Houghton
 Holmes, O. W. Union and Liberty. (Poems). Houghton
 Longfellow, H. W. Skeleton in Armor. (Poems). Houghton
 Lowell, J. R. Heritage. (Poems). Houghton
 Tennyson, Alfred. A Ballad of the Fleet. (Lyra Heroica). Scribner
 Whittier, J. G. Centennial Hymn. (American Anthology).

List C — Miscellaneous selections for memorizing

Albert, King of Belgium. Address to the Army
 Coolidge. New Every Morning
 Bates, Arlo. America the Beautiful. (American Anthology). Houghton
 Dobson, Austin. Rose and the Gardner. (Open Sesame, v. 2). Ginn
 Emerson, R. W. Each and All. (Poems). Houghton
 Letts, W. M. Spires of Oxford. (War Verse). Crowell
 Page. American Creed
 Shakspeare, William. Hark, Hark the Lark. (Golden Poems). McClurg
 Van Dyke, Henry. Name of France. (Treasury of War Poetry).
 Houghton
 Whittier, J. G. Trailing Arbutus. (Poems). Houghton

Seventh Grade — Second Half Year

The requirement in literature for the second half of the seventh year is the reading of three units from lists A and B, at least one unit

to be selected from each of these lists; and the memorizing of two selections from the list indicated for this purpose. In group A one title and in group B three titles constitute a unit.

List A

Clemens, S. L. Huckleberry Finn. Harper
Cooper, Fenimore. Spy. Putnam
Garland, Hamlin. Boy Life on the Prairie. Harper
Hughes, Thomas. Tom Brown at Rugby. Ginn
Montgomery, L. M. Anne of Green Gables. Page
Pyle, Howard. Men of Iron. Harper
Stevenson, R. L. Treasure Island. Various editions
Seton-Thompson, Ernest. Trail of the Sandhill Stag. Scribner

List B

Holmes, O. W. Grandmother's Story of Bunker Hill. (Poems). Houghton
Holmes, O. W. How the Old Horse Won the Bet. (Poems). Houghton
Holmes, O. W. Ballad of the Boston Tea Party. (Poems). Houghton
Holmes, O. W. Broomstick Train. (Poems). Houghton
Kipling, Rudyard. Bell Buoy. (Collected Verse). Doubleday
Longfellow, H. W. King Robert of Sicily. (Poems). Houghton
Longfellow, H. W. Sandolphin. (Poems). Houghton
Scott, Walter. Parting of Marmion and Douglas. (Open Sesame, v. 2). Ginn
Taylor, Bayard. Song of the Camp. (Stedman's Anthology). Houghton
Tennyson, Alfred. Lady of Shalott. (Golden Numbers). Houghton
Whittier, J. G. Barbara Frietchie. (Poems). Houghton

List C — Miscellaneous selections for memorizing

Bonar, Horatius. Be True. (Golden Numbers). Houghton
Cary, Alice. Nobility. (Selections for Memorizing). Ginn
Garrison, Theodosia. My Poplars.
Henry, Patrick. War Inevitable (beginning "They tell us, Sir") (Lincoln Literary Collection). Ginn
Lowell, J. R. Finding of the Lyre. (Poems). Houghton
Markham, Edwin. Lincoln, the Great Commoner. (Golden Numbers). Houghton
Perry, Nora. Coming of Spring. (Posy Ring). Houghton
Riley, J. W. Name of Old Glory. (Golden Numbers). Houghton
Shakspere, William. Blow, Blow Thou Winter Wind. (Poetry for Children). Houghton
Tennyson, Alfred. Sir Galahad. (Open Sesame, v. 2). Ginn
Van Dyke, Henry. Footpath to Peace. Barse

Books suggested for children's reading in seventh grade

Alcott, L. M. Jo's Boys. Little
Alcott, L. M. Eight Cousins. Little.
Austin, J. G. Betty Alden. Houghton
Altsheler, J. A. Apache Gold. Appleton
Barrie, J. M. Peter and Wendy. Scribner
Blanchard, A. E. Loyal Lass. Wilde
Blanchard, A. E. Girls of '76. Wilde
Blanchard, A. E. Heroine of 1812. Wilde
Barbour, R. H. Captain of the Crew. Appleton
Barbour, R. H. For the Honor of the School. Appleton

- Brown, John.** Rab and His Friends. Various editions
Burroughs, John. Bird Stories. Houghton
Cotes, S. J. Story of Sonny Sahib. Appleton
Dickens, Charles. Christmas Stories. Various editions
Dickson, M. S. Pioneers and Patriots in Early American History. Macmillan
Dix, B. M. Merrylips. Macmillan
Eastman, C. A. Indian Boyhood. Doubleday
Eastman, C. A. Indian Child Life. Little
Field, Eugene. Christmas Tales and Christmas Verse. Scribner
Garland, Hamlin. Boy Life on the Prairie. Harper
Ginn. Plutarch Lives; abridged. Ginn
Gordy, W. F. Colonial Days. Scribner
Goss, W. L. Life of General Sheridan. Crowell
Goss, W. L. Recollections of a Private. Crowell
Grierson, E. W. Children's Book of Edinburgh.* Macmillan
Griswold, Latta. Deering of Deal. Macmillan
Gulick, L. H. The Efficient Life. Doubleday
Hagedorn, H. Boy's Life of Theodore Roosevelt. Harper
Hawthorne, Nathaniel. Grandfather's Chair. Various editions
Herbertson, A. G. Heroic Legends. Caldwell
Hill, F. T. On the Trail of Washington. Appleton
Holland, R. S. Historic Boyhoods. Jacobs
Holland, R. S. Historic Girlhoods. Jacobs
Hulst, C. S. Indian Sketches. Longmans
Lang, Andrew. Story of Joan of Arc. Dutton
Lansing, M. F. Barbarian and Noble. Ginn
Lee, M. C. Quaker Girl of Nantucket. Houghton
Longfellow, H. W. Courtship of Miles Standish. Various editions
Longfellow, H. W. Evangeline. Various editions
Lucas, E. W. Slowcoach. Macmillan
Macgregor, Mary. Story of France. Stokes
Macleod, Mary. Shakespeare Story Book. Barnes
Martin, G. M. Warwickshire Lad. Appleton
Masefield, John. Martin Hyde. Little
Mighels, P. V. Sunnyside Tad. Harper
Moore, N. H. Deeds of Daring Done by Girls. Stokes
Nicolay, Helen. Boy's Life of Lincoln. Century
Ollivant, Alfred. Bob, Son of Battle. Doubleday
Piercy, W. D. Great Inventions and Discoveries. Merrill
Pyle, Howard. King Arthur and His Knights. Scribner
Pyle, Howard. Story of the Grail. Scribner
Ramee, Louise de la. Nurnburg Stove. Various editions
Richard, L. E. Captain January. Estes
Roosevelt, Theodore. Stories of the Great West. Century
Seawell, M. E. Virginia Cavalier. Harper
Seton-Thompson, Ernest. Biography of a Grizzly. Century
Southey, Robert. Life of Lord Nelson. Various editions
Tappan, E. M. In the Days of Queen Victoria. Lothrop
Tarkington, Booth. Penrod. Doubleday
Wade, Mary H. Pilgrims of Today. Little
Warner, C. O. Being a Boy. Houghton
Waterloo, Stanley. The Story of Abe. Doubleday
Whittier, J. G. Poems. Houghton
Wright. Gray Lady and the Birds.
Webster, Jean. Daddy Long Legs.
Zollinger, Gulielma. Widow O'Callighan's Boys. McClurg

Eighth Grade — First Half Year

The requirement in literature for the first half of the eighth year is the reading of three units from lists A and B, at least one unit to be selected from each list mentioned; and the memorizing of two selections from the list indicated for this purpose. A unit in list A consists of *approximately* 100 pages; a unit in list B of *approximately* 50 pages. Any combinations of readings aggregating the numbers of pages indicated will be satisfactory. *List A*—A unit in this group consists of any one of the first three titles or any two of the remaining titles.

- Hale, E. E. *The Man without a Country*. Various editions
 Sharp, D. L. *A Watcher in the Woods*. Houghton
 Warner, C. D. *A-Hunting of the Deer and How I Killed a Bear*. (A-Hunting of the Deer and other essays). Houghton
 Andrews, M. R. S. *The Perfect Tribute*. Scribner
 Davis, R. H. *Gallagher*. Scribner
 Kipling, Rudyard. *Toomai of the Elephants*. (Jungle Book). Doubleday
 Poe, E. A. *The Gold Bug*.
 Stockton, F. R. *The Lady or the Tiger*. Scribner
 Van Dyke, Henry. *The Other Wise Man*.

List B—A unit in this group consists of the first poem or any three of the poems.

- Longfellow, H. W. *Courtship of Miles Standish*. (Poems). Houghton
 Kipling, Rudyard. *Ballad of East and West*. (Collected Verse). Doubleday
 Mackaye, Percy. *Goethals: the Prophet Engineer*.
 Lanier, Sidney. *Song of the Chattahoochee*. (American Anthology). Houghton
 Longfellow, H. W. *My Lost Youth*. (Poems). Houghton
 Macaulay, T. B. *Horatius at the Bridge*. (Lays of Ancient Rome). Various editions
 Noyes, Alfred. *Princeton*. (Treasury of War Poetry). Houghton
 Shelly, P. B. *Cloud*. (Golden Numbers). Houghton

Grade poet, James Russell Lowell

- _____ Aladdin
- _____ First Snowfall
- _____ Dandelion
- _____ Concord Bridge, Ode Read at 100th Anniversary
- _____ Fountain
- _____ O, Beautiful, My Country
- _____ Shepherd of King Admetus
- _____ The Singing Leaves

List C—*Selections for memorizing*

- Brooke, Rupert. *Soldier*. (War Verse). Crowell
 Browning, Robert. *Incident of the French Camp*.
 Carman, Bliss. *Vagabond Song*. (Golden Numbers). Houghton
 Keats, John. *Sweet Peas*. (Golden Numbers). Houghton
 McRae, John. *In Flanders Fields*. (War Verse). Crowell

- Poe, E. A. To Helen. (American Anthology). Houghton
 Scott, Walter. My Native Land. (Golden Numbers). Houghton
 Tennyson, Alfred. Bugle Song. (Golden Numbers). Houghton
 Van Dyke, Henry. I Would Be True
 Selections from the following speeches
 Lincoln, Abraham. Gettysburg Address (entire). (Selections for Memorizing). Ginn
 Emmett, Robert. Vindication. (Progressive Speaker). National
 Everett, Edward. King Phillip to the White Settlers. (Best Selections, v. 3). Penn
 Webster, Daniel. Supposed Speech of John Adams. (Open Sesame, v. 3). Ginn
 Wilson, Woodrow. Memorial Day Address

Eighth Grade — Second Half Year

The requirement in literature for the second half of the eighth year is the reading of three selections from lists A and B, at least one to be taken from each list mentioned, and the memorizing of two selections from the list indicated for this purpose.

List A

- Aldrich, T. B. Marjory Daw. Houghton
 Hale, E. E. My Double and How He Undid Me. (Best Selections, v. 22). Penn
 Kipling, Rudyard. The Ship that Found Herself and 007. (Day's Work). Doubleday
 Wilkins-Freeman, M. E. Revolt of Mother. (New England Nun). Harper
 Van Dyke, Henry. Mans'on. Harper
 Irving, Washington. Legend of Sleepy Hollow. (Sketch Book). Putnam
 Sharp, D. L. The Ways of the Woods. Houghton

List B

- Longfellow, H. W. Evangeline.
 Scott, Walter. Lay of the Last Minstrel. Various editions
 Byron, Lord. Eve of Waterloo. (English History Told by English Poets). Macmillan
 Longfellow, H. W. Birds of Killingworth. (Poems). Houghton
 Lowell, J. R. Vision of Sir Launfal. (Poems). Houghton
 Sill, E. R. Fool's Prayer. (American Anthology). Houghton
 Whittier, J. G. Snow Bound. (Poems). Houghton

List C — Selections for memorizing

- Burroughs, John. Waiting. (Golden Poems). McClurg
 Bryant, W. C. To a Water Fowl. (Golden Numbers). Houghton
 Gifford. My Soul
 Kilmer, Joyce. Trees. (Homebook of Verse). Holt
 Kipling, Rudyard. Recessional. (Collected Verse). Doubleday
 Lowell, J. R. Lines on Washington. (Poems). Houghton
 Markham, Edwin. Lincoln, the Great Commoner. (Golden Numbers). Houghton
 Owens, Vilda S. What Has England Done?
 Reed. Uprising in the North
 Sill, E. R. Opportunity. (Golden Numbers). Houghton
 Stevenson, R. L. Requiem. (Victorian Anthology). Houghton

- Tennyson, Alfred. Flower in the Crannied Wall. (Open Sesame, v. 1). Ginn
 Whitman, Walt. My Captain. (Golden Numbers). Houghton
 Whittier, J. G. Quest. (Poems). Houghton

Suggestive list of books for children's reading in eighth grade

- Abbott, E. H. Molly Make Believe. Century.
 Altsheler, J. A. Shadow of the North. Appleton
 Altsheler, J. A. Soldier of Manhattan. Appleton
 Atkinson, Eleanor. Greyfriars Bobby. Harper
 Austin, J. G. Standish of Standish. Houghton
 Bennett, John. Master Skylark. Century
 Bullen, F. T. Cruise of the Cachelot. Appleton
 Canavan, M. J. Ben Comee. Macmillan
 Carruth, Hayden. Track's End. Harper
 Churchill, Winston. Crisis. Macmillan
 Churchill, Winston. Crossing. Grosset
 Cooper, J. F. Last of the Mohicans. Putnam
 Cooper, J. F. Pilot. Putnam
 Custer, E. B. Boots and Saddles. Harper
 Dana, R. H. Two Years before the Mast. Various editions
 Davis, R. H. Stories for Boys. Scribner
 Dawson, Coningsby. Carry On. Lane
 Dickens, Charles. David Copperfield. Various editions
 Dix, B. M. Soldier Rigdale. Macmillan
 Doubleday, Russell. Stories of Inventors. Doubleday
 Duncan, Norman. Adventures of Billy Top Sail. Revell
 Eggleston, Edward. Hoosier Schoolmaster. Scribner
 Fisher, D. F. Understood Betsy. Holt
 Frederic, Harold. In the Valley. Scribner.
 Garland, Hamlin. Long Trail. Harper
 Hagedorn, Herman. You are the Hope of the World. Macmillan
 Hankey, Donald. Student in Arms. Dutton
 Henley, W. E. Lyra Heroica. Scribner
 Jewett, Sophie. God's Troubadour. Crowell
 Jewett, S. O. White Heron. Houghton
 Johnson, Owen. Varmint. Baker
 Johnson, Rossiter. Phaeton Rogers. Scribner
 Kipling, Rudyard. The Drums of the Fore and Aft. Doubleday
 Keller, Helen. Story of My Life. Grosset
 Liljencrantz, O. A. Thrall of Lief the Lucky. McClurg
 Lincoln, J. G. Pretty Tory. Houghton
 Long, A. W. American Patriotic Prose. Heath
 Madison, L. F. Colonial Maid of old Virginia. Penn
 Martin, G. M. Emmy Lou. Doubleday
 Mason, A. B. Tom Strong, Washington's Scout. Grosset
 Montgomery, L. M. Anne of Green Gables. Page
 Mulock, D. M. John Halifax, Gentleman. Various editions
 Munroe, Kirk. Flamingo Feather. Harper
 Nicolay, Helen. Boy's Life of Abraham Lincoln. Century
 Parkman, Francis. Montcalm and Wolfe. Little
 Parkman, Francis. Rivals for America. Little
 Parkman, M. R. Heroines of Service. Century
 Pyle, Howard. Story of King Arthur. Scribner
 Riis, J. A. Making of an American. Macmillan
 Scott, Walter. Rob Roy. Various editions
 Scott, Walter. Talisman. Various editions
 Seaman, A. H. Jacqueline of the Carrier Pidgeons. Sturgis
 Shakspeare, William. As You Like It. Various editions

Sharp, D. L. *Watcher in the Woods.* Century
 Sherwood, M. P. *Worn Doorstep.* Little
 Stevenson, B. E. *Soldier of Virginia.* Houghton
 Stockton, F. R. *Rudder Grange.* Scribner
 Tappan, E. M. *In the Days of William the Conqueror.* Lothrop
 Tappan, E. M. *When Knights Were Bold.* Houghton
 Tarkington, Booth. *Gentleman from Indiana.* Doubleday
 Washington, B. T. *Up from Slavery.* Doubleday
 Webster, Jean. *Daddy Long Legs.* Century

Books for Teachers

Axtell, U. F. *Teaching of Literature.* Bardeen
 Axtell, U. F. *Eighth Grade Poems.* Bardeen
 Atkinson, W. P. *On the Right Use of Books.* Little
 Bolenius, E. *Teaching Literature in the Grammar Grades and High School.*
 Burt, M. E. *Prose Every Child Should Know.* Doubleday
 Chubb, P. E. *Teaching of English.* Macmillan
 Clarke, G. H. *A Treasury of War Poetry.* Houghton
 Haliburton & Smith. *Teaching of Poetry in the Grades.* Houghton
 Holmes, O. W. *Poems.* Houghton
 Huey, E. B. *Psychology and Pedagogy of Reading.* Macmillan
 Klapper, Paul. *Teaching of English.* Appleton
 Lewis, C. L. *American Speech.* Scott
 Longfellow, H. W. *Poems.* Houghton
 Mabie, H. W. *Essays Every Child Should Know.* Doubleday
 Palgrave, F. T. *Children's Treasury of English Song.* Various editions
 Strayer & Norsworthy. *How to Teach.* Macmillan
 Tennyson, Alfred. *Poems.* Houghton



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